

Copyright
by
Alexander Lorenz
2018

The Dissertation Committee for Alexander Lorenz certifies that this is the approved
version of the following Dissertation:

BELIEFS ABOUT GRAMMAR INSTRUCTION AMONG
POST-SECONDARY SECOND-LANGUAGE LEARNERS AND TEACHERS

Committee:

Hans Boas, Co-Supervisor

Per Urlaub, Co-Supervisor

Katherine Arens

Elaine Horwitz

Marc Pierce

BELIEFS ABOUT GRAMMAR INSTRUCTION AMONG
POST-SECONDARY SECOND-LANGUAGE LEARNERS AND TEACHERS

by

Alexander Lorenz

Dissertation

Presented to the Faculty of the Graduate School of

The University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

The University of Texas at Austin

May 2018

Dedication

My parents have been the greatest role models in my life. They showed my brother, Timo and me the value of education and the importance of being dedicated to whatever we wanted to achieve. Being immigrants from the former Soviet Union, my parents had a very difficult time starting their lives in Germany. We were moved from one abandoned factory to the other during the first three years of our life in Germany. In the midst of crime, drugs and violence, my parents found ways to distract us from these experiences by putting us into sports and teaching us about the importance of education. I would have never made it this far in life without the support of my parents, Alexander & Elvira Lorenz.

I dedicate this dissertation to my wife, Kaci Lee and my daughter, Emma Claire. Kaci has been the driving force behind my motivation to better myself and become the best teacher-scholar I could possibly be. Emma Claire was born while I was writing this dissertation and she was a large contributing factor to my motivation to finish this dissertation in a timely manner. With this dissertation, I want to encourage my children and their children to always strive to better themselves by obtaining degrees in higher education no matter the circumstances.

Acknowledgements

This dissertation would have not been possible without my advisers and numerous mentors. I would like to thank Dr. Per Urlaub for always believing in me. He guided me throughout the process of becoming a teacher-scholar. Our professional relationship is indescribable and our friendship long-lasting. Dr. Hans Boas has been an influential mentor throughout my graduate studies. He showed me how to successfully conduct research studies independently and write for multiple audiences. Dr. Katie Arens has guided me through various projects since day one. Her availability and honesty helped me find my niche in the ever-changing field of Germanic Studies. The work of Dr. Elaine Horwitz inspired me to dedicate my academic life to the study of individual differences of language learners. Her advice and feedback during the beginning stages of this project was crucial for the outcomes of my study. Dr. Marc Pierce has been very helpful throughout the process of writing this dissertation. His critical examination of my work pushed me to continuously improve my work. I would also like to thank Dr. Cori Crane for guiding me through graduate school and giving me feedback on my projects throughout the years. She introduced me to exploratory practice, which sparked my interests to study the effects of various grammar teaching approaches on language learners and learning outcomes. I would like to thank Dr. Janet Swaffar for showing me how to successfully conduct questionnaire studies and for always giving me advice on various projects.

Abstract

Beliefs about Grammar Instruction among
Post-Secondary Second-Language Learners and Teachers

Alexander Lorenz, PhD

The University of Texas at Austin, 2018

Co-Supervisors: Per Urlaub, Hans Boas

This dissertation aims to identify student and teacher beliefs about grammar instruction, grammar learning, and the importance of grammatical accuracy and corrective feedback in the context of three foreign language programs at an R1 university in the United States. This study both investigates student and teacher views on grammar instruction at various levels of lower-division language programs and compares student and teacher beliefs about their own grammatical competencies and the importance of grammatical accuracy in their second language (L2).

Despite the overwhelming consensus among second language acquisition (SLA) researchers that deductive and inductive grammar instruction, also referred to as form-focused instruction (FFI), have positive effects on language acquisition, it is critical to investigate teacher and student perceptions of contemporary approaches to developing grammatical competencies in a second language. The systematic investigation of teacher and student beliefs about grammar instruction generates important implications for

language instruction, curriculum, teacher training, and material development. One such implication is the practical applicability of the methods used to inquire into beliefs about grammar instruction in the L2 classroom. Using such classroom-based data collection methods can help limit conflicting views between L2 learners and their teachers. The results of this descriptive study not only help identify effective classroom practices for scholars and educators, but also inform the decision-making processes of language curriculum developers and textbook authors regarding, for instance, the use of inductive and deductive exercises to teach grammar in the L2 classroom.

Table of Contents

List of Tables	xii
List of Figures.....	xii-xiii
Chapter 1: Introduction.....	1
Research Questions.....	4
Chapter 2: Literature Review	5
Grammar instruction in foreign language education	5
Reviewing grammar instruction methods	7
Empirical studies and instructional models of grammar instruction	13
Meaning-focused and form-focused instruction	14
Task-based language teaching	15
Focus on Form and Focus on Forms	17
Inductive and deductive grammar teaching	23
Research on the role of beliefs in second language learning and teaching	29
The role of beliefs in grammar instruction research	34
Chapter 3: Methodology	41
Participants and recruiting.....	41
Setting.....	42
German language program	43
Spanish language program.....	44
Russian language program.....	45
Questionnaire	45
Learner questionnaire design.....	49

Importance of grammatical accuracy	50
Perceived language competence	51
General receptivity to grammar instruction.....	51
Receptivity to specific types of grammar instruction	52
Preference for corrective feedback	53
Teacher questionnaire design	54
Pilot Study	55
Logistics of data collection	56
Data analysis	56
Chapter 4: Results	59
Participants	60
Collegiate teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback	61
Beginning-level learner beliefs about the importance of grammatical accuracy	62
Beginning-level learner beliefs about language competence	65
Beginning-level learner beliefs about grammar instruction	67
Beginning-level learner receptivity towards specific types of grammar instruction	70
Beginning-level learner preferences for corrective feedback	74
L2 teacher beliefs about the importance of grammatical accuracy	77
L2 teacher perceived language competence	81
L2 teacher general receptivity towards grammar instruction	83
L2 teacher receptivity towards specific types of grammar instruction	88
L2 teacher preferences for corrective feedback	93

Differences and similarities in teacher and learner beliefs about grammar instruction	98
Differences and similarities in teacher and learner beliefs about the importance of grammatical accuracy	99
Differences and similarities in teacher and learner beliefs about language competence	100
Differences and similarities in teacher and learner beliefs about grammar instruction	101
Differences and similarities in teacher and learner beliefs about specific types of grammar instruction.....	103
Differences and similarities in teacher and learner preferences for corrective feedback	105
Differences in beliefs about grammar instruction across lower-division German language program sequence	106
Differences in beliefs about the importance of grammatical accuracy across language program sequence	108
Differences in beliefs about language competence across language program sequence	115
Differences in beliefs about grammar instruction across language program sequence	118
Differences in beliefs about specific types of grammar instruction across language program sequence	124
Differences in preferences for corrective feedback across language program sequence	130
Differences in beliefs about grammar instruction across various languages	135
Differences in beliefs about grammatical accuracy across various languages	135
Differences in beliefs about language competence across various languages	139

Differences in beliefs about grammar instruction across various languages	142
Differences in beliefs about specific types of grammar instruction across various languages	147
Differences in preferences for corrective feedback across languages	152
Chapter 5: Discussion, Implications, and Limitations	157
Collegiate teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback	157
Differences and similarities in teacher and learner beliefs about grammar instruction	167
Differences in beliefs about grammar instruction across lower-division German language program sequence	173
Differences in beliefs about grammar instruction across various languages	176
Implications	180
Language learners	181
Language teachers	182
Materials Development	185
Foreign language education and language program directors	187
Limitations	189
Conclusion	192
Suggestions for future research	195
Appendices	197
Appendix 1: Learner questionnaire	197
Appendix 2: Teacher questionnaire	206
Appendix 3: One-way ANOVA	216
References	218

List of Tables

Table 1:	Overview of participating language student demographic information	60
Table 2:	Overview of participating language teacher demographic information	61
Table 3:	Importance of Grammatical Accuracy for All First-semester L2 Learners..	63
Table 4:	Perceived Language Competence among All First-semester L2 Learners...	66
Table 5:	Beliefs about Grammar Instruction among First-semester L2 Learners.....	68
Table 6:	Preferred Instructional Language during L2 Grammar Instruction	69
Table 7:	Learners' receptivity towards specific types of grammar instruction.....	73
Table 8:	Learner Receptivity to Corrective Feedback, Items 44 and 45	76
Table 9:	Importance of grammatical accuracy for all language teachers	78
Table 10:	Language teacher results for grammatical accuracy category	80
Table 11:	Language teacher results for perceived language competence category	83
Table 12:	L2 teachers' receptivity towards grammar instruction	87
Table 13:	L2 teacher receptivity to specific types of grammar instruction	92
Table 14:	Teacher receptivity towards corrective feedback	97
Table 15:	Similarities and differences in teacher and learner beliefs about grammatical accuracy	100
Table 16:	Similarities and differences in teachers' and learners' perceived language competences.....	101
Table 17:	Differences and similarities in teacher and learner beliefs about grammar instruction	102
Table 18:	Differences and similarities in teacher and learner beliefs about specific types of grammar instruction	104
Table 19:	Differences and similarities in teacher and learner beliefs about corrective feedback	106

Table 20:	Differences in L2 learner beliefs about the importance of grammatical accuracy across the language program sequence	112
Table 21:	Differences in L2 learner beliefs about language competence across the language program sequence	117
Table 22:	Differences in L2 learner beliefs about grammar instruction across the language program sequence	122
Table 23:	Differences in L2 learner beliefs about specific types of grammar instruction across the language program sequence	128
Table 24:	Differences in L2 learner beliefs about corrective feedback across the language program sequence	134
Table 25:	Beliefs of L2 beginning-level learners of German, Russian, and Spanish about the importance of grammatical accuracy	138
Table 26:	One-way analysis of variance (ANOVA) for item 26 for beginning-level L2 learner groups.....	216
Table 27:	Beliefs of beginning-level L2 learners of German, Russian, and Spanish about language competence	141
Table 28:	Receptivity towards grammar instruction of L2 beginning-level learners of German, Russian, and Spanish.....	145
Table 29:	One-way analysis of variance (ANOVA) for item 25 for beginning-level L2 learners	216
Table 30:	One-way analysis of variance (ANOVA) for item 30 for beginning-level L2 learner groups.....	217
Table 31:	One-way analysis of variance (ANOVA) for item 31 for beginning-level L2 learner groups.....	217

Table 32:	L2 beginning-level learners of German, Spanish, and Russian preferred instructional language during L2 grammar instruction.....	147
Table 33:	Receptivity of L2 beginning-level learners of German, Spanish, and Russian towards specific types of grammar instruction	150
Table 34:	Beliefs about corrective feedback of L2 beginning-level learners of German, Spanish, and Russian	155

List of Figures

Figure 1:	Differences in means of L2 learner beliefs about the importance of learning new grammatical rules versus learning new vocabulary items (Item 19).....	114
Figure 2:	Differences in L2 learners of German beliefs about the enjoyment of studying grammar	123
Figure 3:	Differences in beliefs of L2 learners of German about the difficulty of inductive grammar instruction (Item 35)	129

Chapter 1: Introduction

Both language learners and teachers enter the classroom with different beliefs, ideas, and expectations about learning grammar. While some students express negative attitudes towards studying the grammatical aspects of a second language (L2), others articulate positive attitudes towards grammar instruction. Some instructors convey negative attitudes towards teaching grammar in their L2 classroom while others seem to enjoy teaching grammar. These observations inspired this systematic investigation of beliefs among language learners and their teachers towards grammar instruction. However, the centrality of this concern to the foreign language teaching profession quickly became clear. Beliefs both represent a variable that describes individual learners and teachers and collectively play a significant role in the formation of institutional frameworks that structure collegiate foreign language education (FLE), including curriculums, instruction, teacher training, teaching materials, and assessment. Therefore, the goal of this study is to identify and analyze language learner and teacher beliefs about grammar instruction systematically, in order to aid the establishment and refinement of improved instructional and curricular frameworks. The systematic investigation of teacher and student beliefs about grammar instruction in this dissertation generates important implications for language instruction, curriculums, teacher training, and material development. The results of this descriptive, inquiry-based study can help identify effective classroom practices and inform curriculum developers and textbook authors in their decisions to implement these practices into the L2 classroom.

This dissertation consists of five chapters. The first chapter articulates the objectives of this study, addresses its significance, and formulates four research questions that structured the inquiry. The second chapter reviews research relevant to the dissertation. I begin by reviewing the historical development of grammar instruction and then introduce the reader to instructional models and empirical studies related to the effectiveness of grammar instruction methodologies. Following this critical discussion of different grammar instruction methodologies and their effects on language learning, I will synthesize research on the role of beliefs in L2 learning and teaching. The second chapter concludes with a discussion about questionnaire studies in FLE research.

The third chapter describes the methodology used to collect and process the data. First, I give an overview of the research design by outlining the main sources and instruments for data inquiry and how these instruments were piloted prior to collecting data for the study. This chapter also introduces the participant pool and describes the settings of the various language programs. Here, I also describe the student and teacher questionnaires and discuss the items in relation to all four of the study's research questions. The third chapter concludes with a description of the logistics of the data collection process and discusses the data analysis and visualization.

The fourth chapter documents the results of the study. For the sake of clarity, the chapter is divided into four sections. Each section addresses one of the four research questions and ends with concluding statements summarizing the significance of the results with regard to the research questions. The chapter starts out with a statistical description of the participant pool. The first section presents the results intended to

answer the question on collegiate teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback. The first part of this section presents results elicited from the learner questionnaires, while the second part lays out the results elicited from the teacher questionnaires. The second subchapter presents results concerning differences and similarities in teacher and learner beliefs about grammatical accuracy, language competence, grammar instruction in general, specific types of grammar instruction, and their preferences towards corrective feedback. The third section presents results relevant to the differences in beliefs about the above-mentioned aspects of grammar instruction across a lower-division German language program sequence. The fourth and last section of the results chapter presents insights into the differences in beliefs about these aspects of grammar instruction across various languages.

After the presentation of the results, chapter five summarizes and discusses the main findings. It also elaborates on the instructional and curricular implications based on the insights gained from this study. This chapter also outlines practical implications for language learners, language teachers, teacher trainers, language program directors (LPDs), curriculum developers, and textbook authors. I conclude my dissertation by summarizing the main findings, highlighting the limitations of my study, and suggesting directions for future research.

Research questions

My study addresses the following four primary research questions:

1. What are collegiate teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback?
2. What are the differences and similarities between teacher and learner beliefs?
3. How do these beliefs differ among learners at various stages of the lower-division sequence of the German language program at the University of Texas at Austin?
4. How do the beliefs of L2 learners of German compare to the beliefs of learners and their teachers of other target languages taught at the same institution?

Chapter 2: Literature Review

The following section begins with a brief history of grammar instruction in FLE and outlines recent research on contemporary approaches to grammar instruction. Additionally, this chapter reviews relevant research on teacher and student beliefs on L2 learning and teaching, including a discussion of the advantages and limitations of questionnaires in L2 research.

Grammar instruction in foreign language education

term “grammar” can refer to a range of concepts and constructs that mean different things to different people (Katz & Blyth, 2007). The term is often separated into two distinct categories, namely grammar as prescription and grammar as description. Generally, a prescriptive grammar establishes rules that constitute standardized and often simplified versions of a language while a descriptive grammar provides many more nuanced details and aims to represent the language as it is actually used by members of a speech community across a broad variety of settings. Descriptive linguists analyze and describe grammatical nuances without necessarily considering their pedagogical implications (Kachru, 2010; Wilkins, 1974). Pedagogical grammars (PGs), on the other hand, are tailored towards L2 learners of foreign languages and, therefore, usually simplify grammatical descriptions according to practical experiences in the language learning environment (Taylor, 2008), while also ignoring dialect and socially-conditioned variation. Accordingly, Divren (1990) defines the term PG as “a cover term for any learner- or teacher-oriented description or prescription of foreign language rule

complexes with the aim of promoting and guiding learning processes in the acquisition of that language” (p. 1). This view of grammar is in line with the idea of a “teacher’s grammar” (Lech, 1994). From the learner’s perspective (i.e., that of a non-linguist), grammar is usually understood as an “explicit metalinguistic description of languages, which themselves are understood as imagined singularities such as ‘Spanish’, ‘Russian’, ... and so on” (Saaristo, 2015, p. 283).

Ellis (2006) synthesizes many of the above-referenced notions in a definition of grammar teaching, and I therefore rely on his definition here:

Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it. (p. 84)

The role of grammar in L2 instruction has been a topic of ongoing scholarly debates and controversies in second-language acquisition (SLA) research. Since the 1960s, researchers have attempted to measure how various forms of grammar instruction, also referred to as form-focused instruction (FFI), contribute to language acquisition. However, inconsistent findings (Norris & Ortega, 2000), shortcomings of SLA theory (Hinkel, 2011), and, in particular, the lack of research on teacher beliefs (Graus & Coppen, 2015) add to the existing gap between SLA research and teacher practices (Larsen-Freeman, 2015). Some teachers’ views seem to represent the perspective that one

can communicate without being grammatically correct (Cook, 1989). Though linguistic thought has established that lexis and grammar cannot be seen as separate entities because they share communicative responsibilities (Broccias, 2008), these teacher preferences seem to prevail and most likely stem from a perceived dichotomy between lexis and grammar, with grammar having less of a communicative and interactional role for language learning (Saaristo, 2015).

Therefore, systematic research into teacher and student beliefs about grammar instruction is needed to gain insight into what teachers and students believe rather than what they need to know. A systematic approach will have implications on how to improve L2 instruction, teacher training, materials development, and the overall language curriculum. Before moving on to research on beliefs about grammar instruction, it is crucial to note some historical points to understand the developments in foreign language teaching that led to those grammar instruction methods practiced in today's foreign language classrooms.

Reviewing grammar instruction methods

Teaching approaches have changed throughout the years and therefore it is important to trace the developments of instructional approaches to grammar instruction beginning with the Grammar-Translation Method. Even though new approaches were introduced to the language learning classroom over the years, one has to keep in mind older approaches were not necessarily tossed out of the L2 classrooms, but rather old and new approaches were continuously taught in a simultaneous way. According to the

knowledge of the author, the studies and approaches chosen here made an impact in one way or another on the development of grammar instruction methodologies taught in today's 21st century language classroom.

The Grammar-Translation Method, often referred to by SLA scholars as the Traditional Method, has been used by instructors of foreign languages since, at the latest, the sixteenth century (Kelly, 1969). By following a grammar syllabus, grammar is taught deductively, by first presenting the grammar rules, which are then practiced through translation exercises with the student's first language (L1) as the medium of instruction. Accuracy is emphasized over fluency. Larsen-Freeman (2011) mentions that the goal of the Grammar-Translation Method is to learn a language for the purpose of being able to write in that L2, read its literature or benefit from the intellectual development resulting through the study of the L2. The Grammar-Translation Method has been criticized by many scholars due to the lack of educational, psychological, or linguistic theory supporting the method; literature that offers a rationale or justification for the method is unavailable (Richards & Rogers, 2001).

A reaction to the Grammar-Translation was the Direct Method, developed by Maximilian D. Berlitz (1887). Classroom instruction in the Direct Method is conducted exclusively in the L2, with a focus on oral communication between students and the teacher, stressing a native-like pronunciation. Vocabulary is taught through demonstration, such as pantomiming and visual materials. Vocabulary and sentences used in everyday conversation are also taught. In the Direct Method, grammar is taught inductively, whereby learners discover the rule from examples and then apply it to

exercises. One of the largest shortcomings of the Direct Method is the problem of integrating it into the language curriculum. Thornbury (2000) observes that public schools have constraints in teaching time and a lack of teachers with native-like abilities, making this method extremely difficult to implement.

The Audio-Lingual Method (ALM) was introduced in the 1950s to address the weaknesses of the Direct Method. Based on behaviorism, the ALM considers language to be a form of behavior, one that is learned through habit formation. Teachers employing this method emphasize on developing listening and speaking abilities before working on reading and writing. Larsen-Freeman and Anderson (2011) describe a typical ALM teacher as one who uses numerous repetition drills of isolated forms, conditioning, and memorization to get the students speaking in the L2. Students acquire sentence patterns and respond correctly to stimuli through shaping and reinforcement in order to form new language habits. Unfortunately, methods such as pattern drills often leave students disengaged and lacking language competence due to heavily teacher-oriented instruction. Additionally, Thornbury (2000) mentions that studies show the lack of students' abilities to use their language skills and apply them outside of the classroom.

The Silent Way, a controversial but important method for developing grammar instruction methods, was introduced in 1963 by Caleb Gattegno. This teaching method that makes use of teacher silence as part of language teaching. Language is acquired by using one's own thinking process to discover the rules of a language. Even though the Silent Way is not used in many classrooms, it played an important part in the development of grammar teaching since learning is facilitated through discovery and

problem solving. The emphasis on cognition in language learning led to the Cognitive Code Approach, with which the Silent Way shares certain principles. Inductive strategies also started to evolve more and in ways that put more cognitive demand on the language learner. The Silent Way emphasizes developing learner autonomy through discovery, problem-solving activities accompanied by physical objects, and language production by using silence and modeling as pedagogical tools to elicit student responses. Grammar is taught inductively, introducing one element at a time, following a bottom-up sequence based on complexity. The shortcomings of the Silent Way are the separation of language and social contexts and that teaching occurs through non-authentic situations. It is also questionable how techniques such as the sound-color charts, rods, and Fidel charts would work for more advanced lessons or adult learners. Around that same era, Krashen (1983) claimed that formal grammar instruction was irrelevant to his newly developed method, which he called the “Natural Approach.” This method of teaching exposes learners to a large amount of comprehensible input in the absence of a grammar syllabus and explicit rule-giving. He distinguishes between learning and acquisition and argues that grammar instruction does not have a significant influence on acquisition and, thus, on language production in the L2. However, Krashen’s monitor hypothesis provides a role for grammatical knowledge as it helps learners monitor their utterances.

With the introduction of the Direct Method, communication in the L2 began to gain importance in the language learning classroom; yet, its shortcomings led to frustrated learners who could not apply their knowledge gained in the classroom to real-life situations involving native speakers. In the late 1970s, more researchers started to

question the usefulness of structure-centered approaches and methods such as the Grammar-Translation Method in language classrooms. Halliday (1973) criticized the Grammar-Translation Method because, in his view, language was fundamentally social, and mastering the linguistic structure of a language is simply not enough to meet the goal of communication. Wilkins (1976) stressed the need for learners to be able to perform certain communicative functions needed for an authentic conversation, such as declining and making invitations, and developed a functional and communicative syllabus for language teaching. However, with communication coming to the forefront of language teaching, teaching grammatical structures began to decline in importance in the SLA literature. The Council of Europe incorporated the Wilkins syllabus into a set of specifications for a beginning-level communicative language teaching syllabus, including situations in which learners would use their L2, relevant topics, and specific vocabulary and grammar needed for successful communication in the L2. Scholars continued to critique teaching towards linguistic competence and expressed the need for communicative competence (Widdowson, 1978). The shift from linguistic to communicative competence as the goal for language learning was the starting point for a Communicative Approach (Savignon, 1997). The goal of communicative language teaching (CLT) is communicative competence (Hymes, 1971), contrasting the communicative view of language and Chomsky's theory of competence, which deals primarily with abstract grammatical knowledge (Chomsky, 1965). Widdowson (1990) was one of many advocates for CLT who believed in the importance of communication skills and functional competence in addition to linguistic competence in the L2.

Competence in a psycholinguistic and sociolinguistic perspective in SLA is defined in terms of the expression, interpretation, and negotiation of meaning (Savignon, 1997).

Candlin (1978) developed the first communication-based materials and used them in English teaching workshops to guide curriculum changes. The goal of CLT is to gain communicative competence and the overall development of the four language skills (listening, speaking, reading, and writing). Language is viewed as a system for expressing meaning that allows interaction and communication with the structure reflecting functional and communicative uses, hence the idea of CLT that language learning is learning to communicate as proposed by Breen and Candlin (1980). Canale and Swain (1980) identify four dimensions of communicative competence crucial for CLT.

Sociolinguistic competence refers to an understanding of social contexts in a communicative setting, including shared information of the participating interlocutors, their relationship roles, and the overall communicative purpose of the interaction.

Strategic competence refers to the coping strategies that interlocutors exploit to initiate, maintain, redirect, and repair a communicative situation. Discourse competence refers to how meaning is presented compared to the entire discourse text and how individual message elements are interconnected. Grammatical competence refers to the domain of grammatical and lexical capacity. Teaching materials are selected based on authenticity and learner engagement rate rather than on the mechanical practice of L2 patterns.

Appropriateness, message focus, psycholinguistic processing, risk taking, and free practice are core characteristics in today's CLT classroom (Thornbury, 2000). Language use has to be appropriate according to the communicative situation; the focus should be

information sharing and transfer through messages. Activities in CLT include engaging students to use cognitive processes, galvanizing them to take risks and learn from their errors, and encouraging holistic practice involving using multiple skills in one speech act scenario (Breen & Candlin, 1980). Morphosyntactic accuracy is essential in language development and finds its place in CLT through meaning-focused, self-expressional activities. Most researchers mentioned above agree that communication cannot take place with the absence of grammar, yet, for the development of communication abilities, form-focused exercises need to have an integrated part that is focused on meaning and relates to the students' communicative needs and experiences. However, the focus on meaning has led to the impression that Focus of Form (FonF) is not critical in the communicative language classroom (Savignon, 1991). This mindset seems to be prevalent among many language teachers today. Chapter five discusses why and how the field of SLA ought to address some of these myths. The following section familiarizes the reader with empirical studies on the effects of different models of grammar instruction on language learning.

Empirical studies and instructional models of grammar teaching

Scholarly debates about grammar instruction stem from three main views on the internalization processes that take place when explicit knowledge (i.e., consciously learned knowledge) becomes part of implicit knowledge (i.e., automatized knowledge). One of these three views is the strong interface position. DeKeyser (2007), an advocate for the strong interface position, argues that explicit knowledge can be transformed into automatic knowledge when learners first develop declarative knowledge using a specific

set of procedures and then convert that knowledge into procedural knowledge through communicative activities. The second interface position is the non-interface position. Krashen (1981) postulates that there is a distinct separation between the learned and the acquired systems. Explicit knowledge cannot be transformed into implicit knowledge, but it can alter language performance. According to this position, implicit knowledge can only be acquired through comprehensible input. The third interface position, the weak interface position, falls between the strong and non-interface positions. Scholars who agree with this view usually state that implicit and explicit knowledge can work together for language learning to take place. Ellis (2006) puts the weak interface position into perspective by stating that the learner's ability to automatize explicit knowledge depends on their developmental stage. These three views have direct implications on instructional models of grammar teaching. These developments in psychology lead to a more robust discussion about the effects of various methods of grammar instruction on language learning.

Meaning-focused and form-focused instruction

The interface debate led to the distinction between meaning-focused instruction (MFI) and form-focused instruction (FFI). MFI rejects explicit instruction of linguistic constructions, keeping the focus on communication of meaning (Loewen, 2011). FFI, on the other hand, includes the teaching of morphological, syntactic, lexical, and pragmatic aspects of a language (Williams, 2005). Ellis (2001) defines FFI as “any planned or incidental instructional activity that is intended to induce language learners to pay

attention to linguistic form” (p. 1). FFI is comprised not only of traditional grammar models but also of communicative and meaning-oriented aspects.

DeKeyser (1995) distinguishes between implicit FFI and explicit FFI. The latter approach focuses first on communication and then on a predetermined grammatical form involving the introduction of a rule during the process of learning. Explicit FFI makes use of metalanguage, directs attention to target forms in isolation in a predetermined way, and involves the controlled practice of the target forms with interruptions during communication. Ellis (2008) describes implicit FFI as instruction that enables the learner to “infer rules without awareness” (p. 965). Housen and Pierrard (2006) state that implicit FFI makes no use of metalinguistic terminology, attracts attention to target forms spontaneously and in context, and encourages the free use of target forms with minimal interruptions during communication. These discussions led scholars to begin working on more practical applications of the interface debate and developments in FFI for the language learning classroom. Task-based language teaching (TBLT) became a widely used term in FLE.

Task-based language teaching

TBLT makes use of analytic syllabi. In contrast to synthetic syllabi, analytic syllabi are organized “in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes” (Wilkins 1976, p. 13). TBLT is an example of a strong version of CLT (Howatt, 1984). Language is acquired through use, various tasks are accomplished through

communication, and activities are sequenced according to difficulty. A task is goal-oriented, with a primary focus on meaning and a clearly defined outcome. The learning environment is based on communication, and the learners choose the particular linguistic resources needed to successfully complete a dialogic or monologic task. Long (1985) defines tasks in his approach to TBLT as “the hundred and one things people do in everyday life, at work, at play and in between” (p. 89). Breen (1987) argues that a task “is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning—from the simple and brief exercise to more complex and lengthy activities, such as group problem solving or simulations and decision-making” (p. 23). Skehan (1997), drawing on numerous other scholars, introduces five key characteristics of a task, including that meaning is primary, learners are not given other people’s meaning to regurgitate, there is some sort of relationship to comparable real-world activities, task completion has some priority, and the assessment of the task is in terms of outcome. Bygate, Skehan, and Swain (2001) argue that a task is defined will depend to a certain extent on the purposes for which the task is used. Ellis (2003) defines a pedagogical task as a work plan that requires learners to process language pragmatically in order to “achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (p. 16). He proposes four criteria for a task, prioritizing meaning, the presence of an information gap, a requirement for learners to use their own linguistic and nonlinguistic resources to communicate, and a greater outcome than simply the display of correct language. While these definitions vary slightly, they all emphasize that, in pedagogical tasks, learners focus on meaning rather

than grammatical form. However, there is the opportunity to focus on form when there is negotiation of meaning or form. The developments in practice-based applications for language teaching inspired teacher-scholars to look into their applications for grammar instruction.

Focus on Form and Focus on Forms

With the widespread use of CLT, Long (1991) advocated that there should be some attention paid to linguistic form within communicative tasks through the use of what he called “Focus on Form” (FonF). Based on the assumption that learning an L2 derives from general cognitive processes, FonF is composed of three parts: 1) providing an understanding of the grammar by a variety of means, such as an explanation in the L1 about the differences between L1 and L2; 2) exercises that use grammar in both communicative and non-communicative activities for comprehension and production; and 3) providing opportunities for the communicative use of grammar to promote the accurate and automatic use thereof (Long, 1996). Long (1991) defines FonF as “overtly draw[ing] attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (pp. 45–46). Instructors choose the grammatical forms in response to learners’ communicative needs.

FonF should not be confused with “Focus on Forms” (FonFs). Wilkins (1976) points out that in a FonFs classroom, grammatical units of the L2 are taught in a sequence until the entire structure of the L2 is complete, with the learner being “exposed to a deliberate limited sample of language” (p. 2). The traditional grammar instruction

approach consists of FonFs types of instruction and focuses heavily on gradually introducing linguistic structures of the target language, often using the learners' L1 as a medium of instruction (Sheen, 2002). However, the approach has been subject to criticism because it only exposes learners to a limited sample of language (Wilkins, 1976, p. 2). In addition, it became clear that foreign language instruction centering on rules and drills often did not lead to functional proficiency. In FonFs instruction, the learner's attention is directed at linguistic form through the use of a linear and structural syllabus and corresponding procedures; however, meaning is not necessarily excluded.

With the introduction of meaningful tasks in the communicative classroom, applied linguists such as Norris and Ortega (2000) sparked a debate on the most effective way of teaching grammar in the language classroom. After an extensive quantitative meta-analysis of experimental studies on the effects of explicit and implicit language teaching, they reported that their analysis towards large target-orientated gains shows that explicit instruction is more effective than implicit instruction. Additionally, Norris and Ortega claim that FonF and FonFs are equally effective for language learning¹. Norris and Ortega also brought to light flaws in SLA research, such as inadequate research designs and a lack of statistical data, which in turn added to the lack of reliability and credibility of their own study. Overall, Norris and Ortega provide clear ideas and guidance for SLA researchers and instructors. However, their coding schemes, used to group the instructional approaches under investigation and results, have been criticized

¹ The differences between FonF and FonFs are discussed below with the introduction of Michael Long (1991).

by numerous of scholars. Comparing 49 mostly qualitative studies is a difficult task in itself but arriving at conclusive results that represent all of the studies seems impossible. The authors label sessions as input and output practice, terms that are defined differently by each researcher that they compared. Norris and Ortega claim that there is no difference in effectiveness between FonF and FonFs. Yet, they also point out that there were inadequate applications of the measurements that might have affected their results. It is also noteworthy that, though the mean effect size was large in both types (FonF = 1.92, FonFs = 1.47), the standard deviations were also large, which is evidence of the untrustworthiness of the analyses. In lights of the limitations of their meta-analysis, the argument that FonFs is as effective as FonF may not be so clear as it seemed.

Krashen (1983) argues that the study of grammar only promotes knowledge about language and not the use of language. Also, the natural order in which languages are learned precludes the influence of instruction, and if communicative competence is the goal, then classroom time is better spent engaging in language use and not in explicit instruction of forms. Lightbown and Spada (1990), on the other hand, argue that learning finite rules can help simplify a complex task through building categories and that learning grammar structures allows for creative application of language. Doughty and Varela (1998) advocate minimal interruption in communication by limiting attention to grammar and corrective feedback. Swan (2005) criticizes task-based syllabi for the absence of grammar instruction while Ellis (2004) argues that task-supported teaching does include grammatical items in its syllabi by, for example, focusing on tasks that raise the learner's awareness of specific linguistic items. Ellis (2003) also advocates for input flooding

through exercises. Input flooding exercises include a great frequency of the desired grammatical items and input enhancement, such as bold-faced structures in texts, to emphasize relevant grammatical items. Willis (1996) introduced a task framework that includes a pre-task phase, where the lexicon is introduced, and learners engage in activities to activate their schemata regarding an upcoming topic. The second part consists of learners actively engaging in successfully completing a communicative task. The third part is a post-task where learners' errors are highlighted and practiced through specific exercises. Willis and Willis (2001) point out that tasks differ from grammatical exercises in that learners can use a range of grammatical structures to achieve various task outcomes. Nunan (2004) argues that grammatical knowledge is needed to express meaning, highlighting the fact that meaning and form are interrelated, and that grammar enables the learner to express different communicative meanings.

According to DeKeyser (2007), L2 learning starts with declarative knowledge, such as understanding linguistic features, which is then transformed to procedural knowledge through extensive practice. He adds that grammar drills are insufficient if the learner does not experience the usage of their L2 in a communicative setting. Ur (1996) mentions that FonFs can be realized in terms of present-practice-produce (PPP), which is often part of current instructional materials. PPP makes use of both meaning-based activities and controlled production exercises with the goal of eliciting the production of grammatical forms from the beginning of L2 acquisition. Byrne (1986) states that PPP views accuracy as a precursor to fluency and follows the premise that knowledge becomes a skill through practice in small chunks. In the present phase, the teacher

deductively introduces the forms to the learners, then learners practice the forms through decontextualized drills focused on accuracy, and finally, learners develop fluency by applying what they have learned in a less controlled environment. Ellis (1993) argues against PPP because language learning does not occur in a linear fashion as presented in PPP.

Ellis (2001) further distinguishes between planned and incidental FonF. In planned FFI, instructors draw learners' attention to pre-selected forms in meaningful contexts (Doughty & Williams, 1998). The overarching focus in incidental FonF is on communication with occasional shifts from meaning making to a linguistic form (Long & Robinson, 1999, p. 23). The shift can be initiated by the teacher or by the students through perceived comprehension or production problems (Long, 2009). FonF draws on interaction theories and cognitive processing in SLA. Negotiation of meaning and negotiation of form are key constructs in FonF, and they induce the cognitive process of noticing the gap while communicating. FonF can be planned and unplanned with incidental and intentional acquisition (Ellis et al., 2002). In planned FonF, the linguistic feature is predetermined, and a focused task is used continuously for the same linguistic feature. In unplanned FonF, multiple linguistic features may be introduced indirectly through an authentic, unfocused communicative task. Negotiation of meaning takes place through collaboration to achieve mutual understanding during a phase of communicative disruption (Long, 1983). However, Ellis et al. (2001) state that negotiation of form takes place when, similar to negotiation of meaning, the focus is on a linguistic problem rather than a communicative problem during a learner's attempt to communicate. Often times,

recasts are used in FFI in order to maintain the flow of communication. A recast is a correction technique that allows for flow of communication during a teaching sequence. The error is repeated back to the learner in the corrected form. Long (2006) reviews the usability of recasts in classrooms, showing that they are generally effective. Williams and Evans (1998) introduce unobtrusive (i.e., input flood and task-essential language) and obtrusive (i.e., consciousness raising and input processing) instructional activities “reflecting the degree to which the focus on form interrupts the flow of communication” (p. 258). Activities can also be either reactive or proactive when dealing with form. A task-based approach uses reactive activities that induce immediate attention to form as the task is performed. In contrast, obtrusive activities, such as consciousness raising, are proactive, focusing on features that learners are made aware of from the get go. More so than PPP, TBLT provides an inductive approach to grammar instruction, addresses different learning styles, and encourages meaningful learning experiences that are relevant to learners who are engaged in the learning process.

Ellis (1997) notes that feedback in grammar instruction today can be overt or covert. Covert feedback is used when teaching from a communicative syllabus involving grammatical form questions as they arise in communicative activities. Overt grammar teaching is used in a rather traditional grammar syllabus where rules are explicitly presented to the learner. Overt feedback also requires the use of grammar terminology whereas covert feedback refrains from the usage of grammar terminology whenever possible. Related to FonF, consciousness raising (CR) is a term used repeatedly—it is reminiscent of grammar presentation without the immediate practice and accurate output

but that functions, rather, at the level of understanding and noticing. An inductive approach to language teaching in the communicative language classroom makes use of CR. Scholarly interest in the effects of FonF and FonFs have led to a larger debate on whether teachers should teach grammar in the L2 classroom deductively or inductively.

Inductive and deductive grammar teaching

While implicit FFI is always inductive, explicit FFI can take the form of either inductive or deductive grammar instruction. A deductive approach to language teaching makes use of rule-driven learning. Rule-driven learning starts with the presentation of a rule and is followed by activities in which the rule is applied (Ellis, 2006). Traditionally, the deductive approach is associated with Grammar-Translation. The traditional Grammar-Translation lesson starts with an explanation of a particular grammar point in the learner's L1, followed by activities involving translating clauses from L1 to L2 and vice versa with little opportunity for the learner to practice and communicate in the L2. Attention is paid primarily to reading and writing. In today's classroom, translations have shifted to authentic texts with more use of L2 in general instruction. A deductive approach can be time-saving because many rules can be explained more quickly than when they have to be elicited from examples. In addition, a deductive approach suits learners with an analytic learning style and also confirms many students' expectations about language learning. Yet, instructors are required to have a rather high proficiency with this particular approach. Also, teaching with a deductive approach requires the teacher to use metalanguage in order to present particular aspects of grammar. Such an

approach encourages a teacher-fronted classroom that often results in the lack of learner-learner interaction and less memorization of the various forms. Likewise, such an approach encourages the assumption that language learning is equivalent to knowing the grammar rules (Thornbury, 2000).

In contrast, the inductive learning environment presents grammatical rules at the end of a lesson after learners have had opportunities to discover forms and synthesize rules based on comprehensible input. Induction is understood as the process that “goes from the specific to the general, namely, first the real language use, from which will ‘emerge’ language patterns and generalizations” (Decoo, 1996, p. 96). Seliger (1975) notes that during inductive teaching, grammatical rules are presented at the end of a lesson. Decoo (1996) mentions that in inductive learning, language teaching goes from detailed to more general aspects. Language use starts with language patterns, and generalizations emerge. Robinson (1996) explored the effectiveness of implicit, incidental, inductive, and deductive instruction. During the inductive activity, students had to identify the rules illustrated by phrases without a rule statement afterwards whereas, during the deductive activity, students had to read the rules of the targeted grammatical structures. The results showed that both conditions were effective but that in the inductive environment, students scored higher on less complicated grammatical structures than with more complex grammatical features. Erlam (2003) investigated the effectiveness of inductive and deductive approaches on the learning of direct object pronouns’ formation and placement with intermediate learners of French. During the inductive session, students worked on exercises without any rules given while, during the

deductive session, the instructor first explained the rule to the students and the students then worked on exercises. The results showed that the deductive approach was more effective. What was not considered was the fact that Erlam (2003) conducted the study in an institution that emphasizes the use of deductive teaching approaches throughout their curriculum. Additionally, students in the inductive session were not given any feedback or clues. The author also noted that learners take an active role in their learning through hypothesis testing during inductive teaching.

Discovery learning is crucial in the inductive approach and starts with examples from which a rule is then hypothesized. The inductive approach is often linked to the Direct Method and the Natural Approach. Here, learning an L2 is associated with learning an L1, and learning explicit grammar rules or the use of translation is irrelevant for language acquisition. Natural language acquisition takes place when immersed in a foreign language community without the use of the learner's L1. Lindholm-Leary and Howard (2008) state that, compared to non-immersion programs, English-proficient immersion learners typically achieve higher levels of non-English language proficiency and develop native-like listening and reading skills. They also show a higher rate of fluency and confidence when using their L2 (Genesee, 2004). Implementing language immersion education is not an easy task and requires experienced teachers. Fortunes and Menke (2010) stress the need of professional development for language teachers in order to establish a successfully integrated, subject-matter-driven language program that addresses content, language, and literacy development. They also notice the lack of bilingual specialists and resources to provide appropriate instruction, assessment, and

interventions in many immersion programs. Studies also show that immersion learners' oral language lacks lexical specificity, native pronunciation, grammatical accuracy, and sociolinguistic appropriateness (Mougeon, Nédarski, & Rehner, 2010). Specifically, regarding FFI, Fotos and Ellis (1991) found that both instruction types lead to significant gains in understanding the target structure; yet, inductive instruction seemed to result in more lasting gains. A follow-up study by Fotos (1994) found no drastic difference between explicit and implicit FFI for other grammatical structures. Ellis (2008) states that none of the inductive/deductive studies analyzed by him produced convincing evidence in favor of deductive explicit FFI when aiming for L2 implicit knowledge. Ellis (2008) also mentions that Fotos (1993) was the only one who could show that her CR tasks helped the process to arrive at implicit knowledge. Fotos' CR tasks made it possible for her students to notice the targeted grammatical structures for which she was aiming. Her longitudinal data shows that students recognized the forms learned during the CR tasks more often than forms learned through other tasks. Overall, these studies show the inconsistencies in results on the effects of inductive and deductive instruction on language acquisition.

A development from the Direct Method that incorporates drill routines from audiolingualism is called Situational Language Teaching, which was first developed by linguist Harold Palmer. Teachers using this approach give learners various examples and have the learners generalize about possible patterns. In discovery learning, an explicit rule statement is given only after cycles of trial and error, with guidance and feedback from the language instructor. This approach to language teaching is often referred to as

the guided inductive approach, and its principles were originally intended for self-instruction in language laboratories, from which it was adopted for classroom and textbook use. Decoo (1996) describes the guided inductive approach to language teaching as a subconscious induction to structured material where the learner will come to an “integrated mastery” of the grammatical rule through the “systematic repetition of the same pattern, through graded variations, through drill and practice ... without conscious analysis” (p. 97). A guided inductive approach is supported by constructivism, a framework that proposes that new information is filtered through mental structures that incorporate the learner’s prior knowledge and preconceptions. Learner-generated routes of development are also in agreement with idiosyncratic constraints of previous knowledge. Using pre- and post-test data, Dotson (2010) claims that advanced learners taught through guided induction outperformed the deduction group in long-term tests. An inductive approach to language teaching is time consuming, and poorly planned lessons that do not conclude with an explicit statement of a rule may lead students to hypothesize incorrectly due to the absence of overt testing of their hypotheses. Such an approach can be very demanding on a language teacher. Data needs to be selected carefully to guide learners to a correct formulation of a rule. However, the mental effort involved in inductive learning provides a great degree of cognitive depth, which leads to greater memorability. The inductive approach favors pattern-recognition and problem-solving skills, which, for some learners, may fit into existing learning styles and mental structures. Learner autonomy is achieved through these pattern-recognition and problem-solving activities, and students are more actively involved in their learning process

(Thornbury, 2000). Kumaravadivelu (2003) proposed macro-strategies for guided inductive language learning; these include the promoting of learner autonomy, activating intuitive heuristics, and fostering language awareness. Teachers who make use of a guided inductive approach need to provide the learner with strategies to allow them to self-direct their learning. In order for the teacher to lead learners to look for patterns and for the learner to find the underlying rules governing grammatical and communicative use, rich textual data, including “activities that foster both general and critical awareness in the classroom” (p. 168), must be provided.

Recent research on the effectiveness of deductive and inductive approaches when teaching grammar has been inconclusive. Herron and Tomasello (1992) investigated the effectiveness of inductive and deductive approaches in the teaching of French grammar in a college-level environment. Their deduction instruction begins with an explanation of a rule followed by oral questioning and the opportunity for students to ask questions. Their induction instruction begins with the oral questioning, with students asking questions as well as being asked questions, followed by an example sentence on the blackboard that includes blanks for the targeted structures. Pre- and post-tests indicated that students who underwent the inductive instruction performed significantly better than their deductive counterparts.

Building on Herron and Tomasello (1992), Haight et al. (2007) demonstrate that a guided inductive approach is preferable in the short-term learning of grammatical structures in the beginning-level foreign language classroom. They conducted a study in a first-semester college-level elementary French course and found that both conditions,

inductive and deductive, are equally effective. Similarly, Dotson (2010) detected no significant differences between the two approaches regarding short-term learning; however, she found that advanced students made significant grammar performance gains over time in an inductive learning environment. Despite this, learners indicated that they were more comfortable learning deductively because it was the traditional approach with which they had been familiar in their language learning processes. On the contrary, Vogel et al. (2011) find that a guided inductive approach had a greater effect on short-term learning in quantitative data collected through pre- and post-tests when compared to a deductive approach. Indeed, learners who indicated that they prefer deductive teaching performed better with a guided inductive approach than with a deductive approach. The long-term findings are not significantly different, meaning that both approaches are equally effective in the long run.

Many studies on the effects of various approaches to grammar instruction on language acquisition have been inconclusive. This gives reason to believe that new student populations may be learning differently and have different needs than older research indicates. Therefore, it is crucial to investigate language learning beliefs when making arguments for or against a particular teaching method. The following section discusses the role of beliefs in L2 learning and teaching.

Research on the role of beliefs in second language learning and teaching

Research on teacher and student beliefs regarding grammar instruction, grammar learning, grammatical accuracy, and corrective feedback seeks to identify their

preconceived notions about learning a foreign language in order to avoid predictable conflicts between teachers and students that might contribute to learner frustration, language learning anxiety, and lack of motivation (Schumann, 1980). This type of research is important because beliefs motivate teachers' actions (Arnett & Turnbull, 2008), influence their decision-making processes (Isikogku, Basturkmen, & Karaka, 2009), and serve as a "guide to thought and behavior" (Borg, 2001, p. 186). Rather than simply focusing on what students need to know in the future, investigating student beliefs also means focusing on what students know at the moment (Freeman, 1991). The study of language learning beliefs is part of the overall research agenda on individual differences and learner beliefs and has been identified as an important individual difference variable in L2 learning (Dörnyei, 2005). Kalaja and Barcelos (2003) argue that "beliefs are considered one area of individual differences that may influence the process and outcomes of second/foreign language learning/acquisition" (p. 1). In my dissertation, I use Borg's (2001) definition of beliefs, i.e. "beliefs are propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change" (p. 370).

Richardson (1996) sees attitudes, beliefs, and perceptions as a set of mental constructs that "name, define, and describe the structure and content of mental states thought to drive a person's actions" (p. 102). Basturkmen, Loewen, and Ellis (2004) define beliefs as "statements teachers made about their ideas, thoughts, and knowledge that are expressed as evaluations of what 'should be done,' 'should be the case,' and 'is preferable'" (p. 244). Learner beliefs underlie learner behavior to a considerable extent

(Horwitz, 1988) and therefore need to be taken into consideration when attempting to explain or predict learner behavior during L2 learning process.

Existing scholarship indicates that learners' beliefs about aspects of language learning are fundamental to effective language acquisition. L2 teachers and their learners might have conflicting ideas about effective L2 instruction, and these tensions between teacher and student belief systems impact learning outcomes. Brown (2009) investigates teacher and student ideals of effective language teaching. Forty-nine teachers from 83 different language classes responded to a 24-item questionnaire. The results of the study indicate that students favored a traditional grammar-based approach while most of their teachers preferred a more communicative learning environment. Williams and Burden (1997) claim that teachers' actions depend highly on their beliefs about language learning and that their beliefs "will influence their actions in the classroom" (pp. 48–49). Beliefs are an important factor in the decision-making processes of both inexperienced (Basturkmen, 2012) and experienced teachers (Borg, 2011).

Researchers use a variety of approaches to investigate the roles of beliefs in L2 learning. At its infancy, most research on teacher and student beliefs on language learning claimed beliefs to be largely cognitive in nature. However, a smaller number of researchers claimed beliefs to be predominately social in nature. These contradicting opinions diversified the field into two strains of research. The first type is referred to as the normative approach while the other is referred to as the contextual approach. The normative approach advocates a "traditional etic perspective [...] stressing the objective nature of language learning" (Kalaja & Barcelos, 2013, p. 2). Research methods

investigate the relationship between beliefs and various other learner characteristics, and they include large questionnaire studies to measure learners' beliefs.

A contextual approach, on the other hand, advocates “an emic perspective, thus highlighting the subjective nature of language learning” (Kalaja & Barcelos, 2013, p. 2). Research methods using a contextual approach are qualitative in nature and consist of a combination of interviews, class observations, narratives, and journals.

Empirical research on beliefs about language learning and teaching dates back to the pioneering work of De Garcia, Reynolds, and Savignon (1976). They developed the Foreign Language Attitude Survey (FLAS) so that foreign language teachers could figure out their own motivations and attitudes for teaching. In its original form, the questionnaire consists of 53 Likert scale items, which investigate various aspects of foreign language teaching, including the importance of teaching vocabulary, grammar, and culture. The FLAS also allows teachers to reflect on motivating students, dealing with student responses, and choosing instructional strategies for developing oral skills (Horwitz, 1985). Horwitz (1985) created the now well-established Beliefs about Language Learning Inventory (BALLI), which was one of the first inventories able to explore beliefs about grammar instruction. The BALLI instrument assesses teachers' beliefs about language learning in five areas using 27 Likert scale items. These areas include (1) foreign language aptitude, (2) the difficulty of language learning, (3) the nature of language learning, (4) strategies for learning and successful communication, and (5) motivations and expectations. The instrument was developed to better understand the choices that teachers make regarding particular teaching practices and to investigate if

and when student beliefs are in conflict with teacher beliefs. Horwitz (1988) administered the BALLI to 80 beginning-level L2 learners of German, 63 L2 learners of French, and 98 L2 learners of Spanish. The results of the questionnaire show that a large percentage of students (40%) believed that one can be fluent in an L2 in less than two years. In addition, 60% of L2 learners of German and Spanish thought that language learning is a matter of translating foreign words and phrases into their L1. Her results generally suggest that L2 learners agree with item 20, which states that “Learning a foreign language is mostly a matter of learning a lot of grammar rules” (Horwitz, 1988). Horwitz suggests that there are connections between learner beliefs about language learning and their choice of strategies used for language learning.

After conducting the BALLI with 12 teachers and 288 L2 learners of French, Kern (1995) noted that beginning-level students also have unrealistic expectations about L2 learning. He states that teachers and students have to communicate openly about their opinions of certain notions of effective L2 learning. Students were more concerned than teachers about their pronunciation and less about cultural knowledge. Students also valued error correction, and they saw a correlation between language learning and memorizing grammar rules. Kern adds that such large mismatches between the expectations of teachers and their students can negatively affect the overall satisfaction of learners and lead to a discontinuation of their language studies.

The role of beliefs in grammar instruction research

My definition of beliefs reflects the definitions of previous research but, at the same time, emphasizes a person's ability to reflect on their acquired knowledge. Hence, my definition of beliefs is also closely aligned to Flavell's (1979) interpretation of metacognitive knowledge, which consists of the conscious and/or unconscious acquisition of a learner's knowledge about their own learning, including language learning. Learners are able to talk consciously about their beliefs, even if that knowledge was acquired unconsciously (Wenden, 1999). These stable beliefs may change over time, and they are value-related and seem to be deeply embedded in one's mind (Dörnyei, 2005). In fact, when discussing aspects of language learner beliefs, one cannot help but notice a direct connection to educational psychological research on epistemological beliefs. Such beliefs consist of multiple independent dimensions that are complex in nature. Mori (1999) identified the following three belief dimensions in language learners after reexamining Schommer's (1990) groundbreaking discovery of such independent belief dimensions, which include a) the perception of the difficulty of language learning; b) the effectiveness of approaches to or strategies for language learning; and c) the source of linguistic knowledge. The goal of the current study, however, was not to discuss the complex nature of beliefs but, rather, to investigate existing L2 learner and teacher beliefs about grammar instruction. Therefore, for the purpose of this study, I use the term "beliefs" as an overarching theme that incorporates metacognitive knowledge, epistemological beliefs, language learning beliefs, and attitudes towards language learning strategies and language learning views.

Even though scholars have paid a good deal of attention to general language learning beliefs, little is known about L2 learner and teacher beliefs regarding specific types of grammar instruction methods. With the fairly recent advocacy towards learner autonomy in the L2 classroom, some researchers in the field of SLA have begun to study teacher and student beliefs about grammar instruction. Based on the results of a study about student and teacher beliefs on error correction and grammar instruction, Schulz (1996) argues that students' beliefs about formal grammar instruction and error correction are more positive than their teachers' beliefs. In fact, her data shows that more than half of students enjoyed the study of grammar while only 18% of teachers thought that their students enjoyed studying grammar. She notes that students indicated high levels of motivation for the study of grammar because they thought that it would eventually help them learn the language in general. Schulz (2001) also administered a much larger questionnaire to 607 Colombian FL students and 122 of their teachers as well as 824 American FL students and 92 of their teachers. The questionnaire elicited perceptions concerning the role of explicit grammar instruction and corrective feedback. The results show that the Colombian students and their teachers favored traditional language teaching, such as explicit grammar instruction and error correction. In contrast, their American counterparts favored toward explicit grammar instruction less, but indicated a strong preference for corrective feedback. Schulz (2001) suggests that any "discrepancy in teacher and student perceptions regarding the efficacy of instructional practices can be detrimental to learning, regardless of the methodological convictions of the teacher" (p. 256). She outlines the importance of language learning beliefs for

accepting the way an instructor chooses to teach certain aspects of language. She also advises language teachers to “keep beliefs or perceptions in mind when planning classroom activities, given that teaching activities need to be perceived in the learners’ minds as conducive to learning” (Schulz, 2001, p. 245).

Borg (2006) reviewed research on teacher’s declarative knowledge about grammar and teachers’ beliefs about grammar instruction. He noticed that teachers seem to have inadequate knowledge of grammatical concepts and called for language teachers to be provided with adequate training on grammar. He also noted that teachers value grammar instruction, and that their own language learning experiences heavily influence their current instructional practices. He concluded that teachers’ practices in the L2 classroom are greatly impacted by their own beliefs about grammar instruction and that these experiences seem to have a greater impact on teachers’ beliefs than evidence from SLA research and theory. Finally, Borg claims that there is a wide discrepancy in aspects of grammar instruction between the viewpoints of teachers and their students. Borg and Burns (2008) examined English language teachers’ beliefs and practices regarding grammar instruction. Teachers acknowledged the importance of grammar instruction in their teaching, and they also reported believing strongly that they should not teach grammar in isolation. The authors conclude that teachers do not refer to SLA theory when describing teaching practices but, instead, use practical and experimental judgments when assessing effective grammar instruction.

Adding the student voice to research on grammar beliefs, Jean and Simard (2011)

investigated student and teacher beliefs and perceptions about grammar instruction, including grammatical accuracy, corrective feedback, and diverse forms of grammar instruction and learning in English as a second language (ESL) and French as a second language (FSL) classes. The inquiry-based study included 2321 high school students and 45 high school teachers. The results show that students and teachers believe that accuracy is important in order to express oneself in the L2. Also, 54% of ESL students indicated that they believe that they should be corrected at all times while 41% indicated that teachers should correct them when their output is incomprehensible. The authors elaborate on one discrepancy between teachers and students: specifically, written error correction. Most students indicated that they wanted all of their written mistakes corrected. However, teachers did not share their students' opinions, tending to correct written errors only when they impeded comprehension and grammatical errors that occurred in forms that had already been covered at an earlier stage of the curriculum. Student reports about their disposition toward grammar learning showed that most of them disliked grammar instruction, correlating with their teachers' perceptions. However, most students indicated that grammar instruction was important. Students and teachers alike rated mechanical-type exercises as useful but not interesting. Students were more familiar with FonFs-type exercises than with form-meaning exercises. Surprisingly, students and teachers indicated no differences in difficulty levels between FonF- and FonFs-type exercises, and students indicated that both types were, in their view, useful but not interesting. Students generally did not perceive the learning of grammatical rules as difficult. Most ESL students stated that, for them, an inductive approach to grammar

teaching was not very difficult while FSL students found this approach more challenging. Both teachers and students reported finding the discovery-based approach useful for grammar learning.

Loewen et al. (2009) conducted a very similar study with 754 US L2 students in 13 different languages. Using 37 Likert scale items and four open-ended prompts, they found that grammar instruction was valued by most learners, but ESL learners also had “the strongest dislike of error correction and the least concern for grammatical accuracy” (p. 97). Basturkmen, Loewen, and Ellis (2004) reported on a case study with three language teachers who were asked to state their beliefs on incidental FonF instruction and error correction. The results showed inconsistencies between teachers’ beliefs on incidental FonF and their preferred error correction approach. Data from classroom observations also showed some inconsistencies between teachers’ stated beliefs on error correction and their actual communicative teaching practices.

Bernat and Lloyd (2007) found significant differences in beliefs among females and males in relation to grammar instruction. They found that males tend to believe that learning grammar is the most important part of learning the language, while most females did not share that opinion. However, similar studies, such as Bacon and Finneman (1992), found no significant differences in beliefs about grammar learning between female and male students, adding that using gender as a variable to make claims about significant differences between student populations can be problematic. One must take variables such as language learning experience, languages learned, motivation, and other

individual differences into consideration when analyzing the language learning beliefs of particular groups of L2 learners.

The research cited here contributes significantly to our understanding of teacher and student perceptions and beliefs about language learning in general. However, few studies have explored student beliefs about grammar instruction throughout multiple levels of language programs, for example, how these beliefs morph as students and teachers move from beginning to intermediate levels. In addition, only a very limited number of studies in higher education have investigated student and teacher beliefs about grammar instruction, and even fewer do so with an emphasis on learners and teachers of German in the US. The current study thus investigates whether or not teachers share their teaching philosophies with their students and whether or not sharing affects students' beliefs. I also compare students' receptivity to grammar instruction with their receptivity to L2 learning as a whole. According to Kalaja and Barcelos (2013), change in learner beliefs throughout several developmental stages in L2 learning is another major factor that needs to receive more attention in future research. One of the four research questions in this study asks whether or not language learning beliefs change with language learning experience.

This chapter reviewed some of the relevant literature on grammar instruction in FLE and traced grammar instruction methods used in the L2 classroom. It also reviewed empirical studies on the effects of various teaching approaches to grammar and discussed the role of language learning beliefs in L2 learning and teaching. The chapter concluded

with a review of the use of questionnaires to elicit data in FLE research. The following chapter introduces the study and examines the methodology used to elicit and analyze data on learner and teacher beliefs about grammar instruction, grammar learning, grammatical accuracy, and error correction.

Chapter 3: Methodology

This chapter introduces the research design of the study and describes the research study, pilot study, data collection instruments, instructional context, participants, setting, and the logistics of data collection. The chapter ends with a description of the data analysis procedure.

To investigate student and teacher beliefs about grammar instruction, I used a sequential explanatory study design that not only produces quantitative data but also gives qualitative insights into teacher and student beliefs (Creswell et al., 2003). The principal data sources were two questionnaires that were administered in October and November 2016 to hundreds of undergraduate students and instructors of German, Spanish, and Russian at the University of Texas at Austin. The primary focus of this dissertation is on learners and teachers of German. However, to contextualize their beliefs, data from learners and teachers of Spanish and Russian was included in the analysis.

Participants and recruiting

The target population for this study were L2 learners of German, Russian, and Spanish enrolled in beginning-level language courses at the University of Texas at Austin and their language instructors. More specifically, participants were recruited from six sections of German I (course number 506), four sections of German II (course number 507), one section of accelerated German (course number 604) and four sections of German III (course number 612). In addition to the German courses, students were also

recruited from four sections of Spanish I (course number 601D) and four sections of Russian I (course numbers 506 and 601C). The Russian courses were split into two regular beginning-level Russian groups and two intensive beginning-level Russian groups. For detailed descriptions of the relevant language programs and language courses, please refer to the following sections, which describe the setting in greater detail.

After receiving permission for the three programs' LPDs, I contacted 22 individual language instructors to set up suitable times for me to visit their language classes and get their own and their students' consent to participate in the study. Twenty instructors agreed to participate in the study. Of these, 12 taught German, four taught Spanish, and four taught Russian during that semester. A total of 418 students participated in the study. Of the 418 students, 270 were L2 learners of German, 81 were L2 learners of Spanish, and 67 were L2 learners of Russian. Participation was voluntary, and participants did not receive compensation in the form of payment or course credit. Further details on the participants of this study can be found in Table 1 in the results chapter of this dissertation.

The following section briefly describes the institutional and instructional settings of the three lower-division language programs.

Setting

Data collection occurred in three modern language programs at the University of Texas at Austin, a top-ranked research university in the United States. Because the University of Texas at Austin is among the largest institutions of higher learning in the

United States, with approximately 51,300 students, the university's language programs provide an ideal environment to conduct a large-scale study. I chose to focus my study on German, Russian, and Spanish because research on student and teacher beliefs lacks such a triangular view, and because all three languages differ tremendously in their historical development and grammars. Additionally, anecdotal evidence suggest that learners perceive Spanish as easier and more useful than German and even more so than Russian.

German language program

The study surveyed three sections of beginning to intensive intermediate-level German. All three course sections used a functional communicative approach to language teaching that focused on teaching grammar and vocabulary in meaningful contexts across multiple written and spoken genres. The intermediate-level German course also incorporated a content-based approach in which students were introduced to specific content knowledge such as, but not limited to, geography, history, literature, and culture. The teaching statement of the department asserts that the combination of communicative and content-based approaches gives its students the opportunity to become literate users of the German language.

All three sections used the textbook *Sag Mal: An Introduction to German Language and Culture* (Anton, Barske, & McKinstry, 2017). The textbook introduces grammar to learners in multiple ways. New vocabulary and grammar topics are, first, introduced inductively by using film clips. The book then provides explicit grammatical explanations in English followed by one or two pages of targeted practice of the two or

three newly featured grammar topics. The explanations include definitions of grammatical terms, reminders about already-familiar grammar topics, and visuals from the video clips depicting the grammar topic in use. In addition, the book provides cross-references to grammatical topics that will be covered at a later point in the book. Generally, the book moves from mechanical-type exercises, such as fill-in-the-blank and rewriting sentences, to more open-ended communicative activities, such as group work and information gap activities. Besides a review of all grammar topics covered in the current chapter, the book also offers exercises that recycle already-featured grammar topics with newly acquired grammar and vocabulary.

Spanish language program

The beginning-level Spanish program used the textbook *Conectándonos* in all of its first-semester Spanish courses during Fall 2016 (Salaberry, Barette, Fernández-García, & Nevárez, 2013). The authors of the textbook claim to use a guided-induction approach to language learning. The book introduces a grammatical concept by asking students to search and underline grammatical structures first, followed by practicing them in meaningful ways using both mechanical and communicative exercises. Other activities ask students to guess possible meanings of specific grammatical functions or actively analyze connections between grammatical forms and their functions. Grammar structures are front-loaded during the semester, and the same grammatical concepts are then reviewed in the second half of the course.

Russian language program

The beginning-level Russian program used *Russian Stage One: Live from Russia* (2nd edition) as their textbook in all beginning-level Russian classes (Lekic, Davidson, & Gor, 2008). The main language learning goals include developing functional proficiency in all four modalities of language learning. Most grammatical nuances in the textbook are introduced explicitly and then practiced using mechanical exercises. However, teachers also reported making use of speaking activities during language instruction. The textbook offers grammar references at the end of each subchapter. These references include examples and explanations of grammar topics that were covered in the subchapter. The workbook includes additional exercises for students to complete before and after each class. Most exercises are mechanical and are designed to help students practice grammar. Pre-lesson activities help students prepare to use some of the grammar covered in class. Writing assignments assigned after class reinforce the material presented in class.

The following section introduces the instruments used to elicit data on L2 learner and teacher beliefs about grammatical accuracy, language competence, general and specific grammar instruction, and error correction.

Questionnaire

The main source for data collection in this study were two questionnaires, which are used in many settings in various fields, and are especially popular in SLA research. The ease of designing questionnaires is one major reason why their use for data collection is so attractive for FLE research (Gillham, 2008). Brown (2001) defines questionnaires as

“any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among existing answers” (p. 6). The questionnaire in this study asked respondents to select from existing answers and also voice their opinions through open-question prompts.

Well-designed questionnaires can measure factual, behavioral, and attitudinal data (Dörnyei, 2010). Factual questions include not only questions about a respondent’s demographic characteristics, socioeconomic status, or level of education but also questions specifically targeting the respondent’s experiences with language learning. Behavioral questions relating to L2 learning cover a respondent’s usage of specific learning strategies. This study was most concerned with the third type of question, namely attitudinal questions. These types of questions are used to learn more about a respondent’s attitudes, beliefs, opinions, interests, or values with regard to a particular topic.

Despite their popularity, challenges can accompany questionnaires, which in turn can be detrimental to the validity of a research study. Poorly designed questions can lead to superficial answers and fatigue effects in participants. Also, unmotivated respondents might choose to answer differently than more motivated and reliable respondents (Hopkins, Stanley, & Hopkins, 1990). Finally, rather than reporting on what they actually believe, some respondents might give what they think are legitimate answers to questions, skewing the validity of questionnaire study results. Dörnyei (2010) refers to this effect as social desirability or prestige bias. He also notes self-deception, acquiescence bias, and halo effects as possible disadvantages of using questionnaires for

research studies. Respondents simply might not be able to give a coherent picture about their own opinions, might tend to agree with statements they are unfamiliar with, or might overgeneralize in their responses.

Depending on the study, however, the advantages of questionnaires often outweigh their disadvantages. Questionnaires are cost effective and allow for relatively quick data collection. In particular, well-structured online questionnaires can be accessed easily and used with a variety of participants targeting different topics (Dörnyei, 2010). Questionnaires can also reduce the bias in interviewer effects, which in turn increases consistency and reliability of the study results (Bryman, 2008). The use of open-ended questions can provide substantial data that informs quantitative data. Fowler (2002) affirms that respondents seek these types of questions, giving them the opportunity to fully express their opinions about certain questions. Short-answer questions “can be motivating for the respondent, and they enable the researcher to trawl for the unknown and the unexpected” (Gillham, 2008, p. 34). Using exploratory data from conversations with other instructors is a good way to begin designing questions. Using questions that have been used in previous studies is an efficient way to create a well-designed questionnaire since these questions have previously been piloted and edited extensively (Dörnyei, 2010).

In this case, all participating students filled out an online questionnaire using their personal computers or smartphones. All participating teachers filled out an online questionnaire during their preferred times. The online survey software Qualtrics (accessible online at www.qualtrics.com) was used to create the questionnaire.

Participants were provided with a hyperlink to the questionnaire after being introduced to the study. The questionnaire builds on previous research in the field. Several items used in this study are adapted from Jean and Simard (2011). Additional items are inspired by the work of Horwitz (1985), Zimmermann (1984), and Coppen & Graus (2015). The overall questionnaire design followed the basic principles of questionnaire design outlined in Dörnyei (2010). Other items were designed after establishing gaps and inconsistencies in previous studies and after receiving input from the group of instructors mentioned in the description of the pilot study above. Items used natural language, avoided jargon and ambiguous sentences, and used clear grouping strategies to create a transparent structure throughout the questionnaire.

After designing the learner and teacher questionnaires using Microsoft Word, I used Qualtrics to administer the survey. Learners were able to use the survey tool on their smartphones, and learners without a smartphone were able to use their personal computers. Learners without smartphones or personal computers were given a physical copy of the questionnaire. Using Qualtrics to create and distribute the questionnaire streamlined multiple aspects of data collection and addressed some of the methodological shortcomings associated with questionnaire studies. The questionnaire was easily accessible, and respondents could fill out the questionnaire on their personal computers and mobile devices immediately following the introduction of the study by the principle investigator. Another aspect that benefitted the ease of access was the shortening of the hyperlink to a manageable size for participants to copy into their web browsers. A combination of ease of accessibility and the mobile-friendly layout of the questionnaire

may have helped with questionnaire return rates. In addition, students were made aware of the confidentiality aspect of this study. The goal was to avoid acquiescence bias and get students to display and reflect on their own beliefs and ideas about different aspects of grammar instruction. To avoid the possibility of survey fatigue, the questionnaire was designed to be completed in less than 15 minutes.

The major goal of the questionnaire was to elicit responses in five target areas related to grammar instruction in the L2 classroom: a) importance of grammatical accuracy; b) perceived language competence; c) general receptivity towards grammar instruction; d) receptivity towards specific types of grammar instruction; and e) preferences for corrective feedback. These categories were based on previous research by Jean & Simmard (2011) and modified after piloting the study with learners and teachers of German. Participating students received a questionnaire that differed slightly from the questionnaire for teachers. Teachers and students from different language classes received questionnaires that were identical in content.

Learner questionnaire design

The questionnaire for learners was structured in three parts. The first part of the questionnaire collected general information about the participants, including their gender, age, and native languages. Participants were asked to provide information about their past experiences with learning languages, including how long and where those languages were studied. Participants also had to indicate their L1 and which languages were spoken in their home and by whom. They had to indicate the reasons and motivations for taking

their current language course, their overall grade point average (GPA), an approximate GPA of all their language classes combined, and their major and minor courses of study. The second part of the questionnaire started with open-ended items: “In your own words, please provide a brief answer to the following question: What is grammar?” “Briefly explain how you usually study grammar,” and “Why do you like or dislike studying grammar?” Participants were also asked to judge their own knowledge of English grammar using a Likert scale question design. The third part of the questionnaire for students consisted of 18 Likert scale items with additional text boxes for participants to elaborate further on their answers. The questionnaires for the different languages were identical in design.

The following sections elaborate on five areas of particular interest and the items used to elicit information on L2 learner and teacher beliefs about grammatical accuracy, perceived language competence, receptivity towards general and specific grammar instruction, and preferences for corrective feedback.

Importance of grammatical accuracy

To explore student beliefs about the importance of grammatical accuracy in the L2, students had to indicate whether they believed that being able to use a foreign language with the highest degree of accuracy without too many grammatical mistakes was more important than being able to communicate a wide range of topics despite more frequent grammatical mistakes. To elicit learner’s beliefs about grammatical accuracy, participants were asked about their views regarding the importance of grammatical

accuracy for improving speaking, writing, listening, and reading in the L2. In addition, questions targeted students' opinions about the importance of accuracy versus communication. Finally, students were asked to indicate the importance of grammatical knowledge for improving their ability to speak, write, listen, and read in the L2.

Perceived language competence

To elicit students' beliefs about language competence, participants were first asked to rate their perceived knowledge of English grammar. Learners then rated their ability to speak and write accurately in the L2 in comparison to their classmates. They also indicated whether or not they think that some students are naturally better at understanding grammar than others. Another item asked students to signify and elaborate on the importance of learning new vocabulary compared to learning new grammar rules. More general questions asked students to rate the difficulty of learning the grammar of German, Russian, Spanish, and English.

General receptivity towards grammar instruction

To target student beliefs into their receptivity to grammar instruction, participants answered a total of eight questions. Students had to indicate their motivations towards studying grammar in their language course, which included their liking of understanding rules, finding explanations, or doing grammar exercises orally or in writing during class time and outside of class. Additional questions targeted students' opinions about the helpfulness of grammar exercises for their own learning, the general importance of

learning grammar rules in their FL classroom, and the overall difficulty of understanding FL grammar rules learned in their L2 classroom. Students were also asked about their preferences regarding the language used by the instructor when it comes to explaining a grammar point in class. Here, students had the choice between grammar explanations in English, the L2, or a combination of both languages. The combination answer was split into two choices, with students indicating whether they preferred an explanation in English followed by the L2 or vice versa.

Receptivity towards specific types of grammar instruction

To gain insights into students' beliefs about inductive and deductive grammar instruction strategies, more specific questions were used to target students' receptivity towards these two types of grammar instruction. Learners were first asked to indicate whether or not an instructor had ever asked them to figure out an aspect of grammar or a grammar rule on their own. The questionnaire then included questions about inductive and deductive types of strategies. Beginning with deductive strategies, students were asked to express their opinions about the usefulness of mechanical-type exercises used in their L2 classroom. To avoid misconceptions about the meaning of mechanical-type exercises, the formulation of the question included a short description of such an exercise. Students were asked about the difficulty and the appeal of these types of exercises. To conclude questions targeting deductive strategies, one essay-type question targeted the participants' beliefs about the general usefulness of mechanical-type exercises in the language learning classroom. A significant number of questions elicited

students' experiences with inductive grammar instruction strategies. The instrument included essay-type questions that asked participants to provide information on when, how, and where they had been instructed to figure out a grammar rule on their own. In addition, questions targeted students' perceptions of the difficulty, usefulness, and appeal of inductive-type exercises. The part of the instrument targeting questions about inductive-type strategies concluded with an essay-type question about the general usefulness of inductive-type exercises in the language learning classroom. Finally, one item targeted students' experiences with language instructors sharing their own views about language learning with their students.

Preferences for corrective feedback

The final set of items in the questionnaire targeted participants' receptivity to corrective feedback. One item targeted the use of corrective feedback when speaking, and the other one targeted students' written work, such as essays and tests. Students were asked to indicate their preferences regarding when their language teacher should correct their grammar errors while speaking. Possible responses were the following: all the time; only when the student cannot make themselves understood; only when the error is on something the student should already know, which means that this particular grammar point was covered in previous lessons; only when the grammar point is the focus of the current lesson; or never. The second item asked students to signify which grammatical errors their language instructors should correct in their written work. Students could choose between all errors, only errors that make understanding difficult, only errors that

have been the focus of previous lessons, only errors that are related to a grammar point that is currently being covered, or no errors.

After elaborating on the scales used to elicit information on L2 learner and teacher beliefs about various aspects of L2 grammar instruction, the following section describes the design of the questionnaire used to elicit information on teacher beliefs about grammar instruction. The entire learner questionnaire can be found in the appendix of this study (see appendix 1).

Teacher questionnaire design

The design of the questionnaire for instructors was almost identical to the questionnaire designed for students. However, some items were added to get a more detailed view on teachers' beliefs about grammar instruction, e.g., instructors were also asked about their research interests and years of experience teaching a foreign language. Instructors were explicitly asked if and why they liked or disliked teaching grammar and to describe how they usually teach grammar in their language classrooms. Later in the survey, they were asked if they had ever asked students to discover a grammar rule on their own and to describe such a discovery-based activity used in their own language classrooms. Likewise, they were asked to describe mechanical types of activities that they use in their language learning classrooms and whether they like or dislike teaching both types of grammar activities. Two additional items targeted the participants' experience with pedagogical training in the field of grammar instruction and whether this training helped them teach grammatical nuances more effectively.

Overall, the questionnaire design allowed participants to elaborate on most of their answers. While some of the items allowed participants to elaborate on their answers on a voluntary basis, other items explicitly asked participants to elaborate. The entire teacher questionnaire can be found in the appendix of this study.

Pilot Study

Six months before the main study and with the permission of the LPD of the German program, a pilot study was administered among 16 intermediate-level L2 learners of German. The overall objective of the study was to test the questionnaires. In addition to taking the survey, students were asked to express their opinions and give recommendations not only about the main topic of the study but also about the appropriateness and clarity of individual items in the questionnaire. This step was taken to fine-tune the study's principle instrument. Furthermore, during the spring 2016 semester, a selected group of college-level instructors of German were invited to discuss additional questions about grammar instruction relevant to their current language teaching. Instructors were asked to complete the instructor questionnaire and give their recommendations to the principal investigator. Their recommendations related to language and formatting issues as well as the comprehensibility of questions regarding to inductive and deductive teaching strategies. Rather than asking students if they had experienced inductive teaching in the past, the instructors recommended explaining and illustrating such teaching practices before asking students about their attitudes towards them. Instructors also recommended rephrasing "inductive teaching" as "discovery-based

instruction.” Other recommendations included design issues, such as larger boxes for open-ended questions and additional page breaks in the web-based survey. Due to the many changes to the questionnaires as a result of the pilot study, none of the responses from the pilot study entered the main study. Additionally, learners and teachers who were part of the pilot study were excluded from the data collection.

Logistics of data collection

After obtaining institutional review board (IRB) clearance, I contacted the LPDs of the German, Spanish, and Russian programs at the University of Texas at Austin and requested their permission to invite their instructors and students to participate in my study. After getting permission from the LPDs to contact language instructors, I sent a short description of the study to a convenient sample of instructors, asking them for their permission to run my study in their classes with their students as the main participants.

To achieve a high return rate on surveys, I visited each language class personally and introduced myself and the study to the potential participants. After obtaining the instructors’ and students’ consent, students immediately took the survey in class on their personal laptop computers or smartphones. On average, students took 15–20 minutes to finish the questionnaire.

Data analysis

Throughout this study, I use descriptive and inferential statistical methods to address all four research questions, describe samples of participating L2 learners and

teachers, and determine statistically significant differences between the means of multiple independent groups as well as test whether the null hypothesis (all means are equal) could be rejected. A combination of tabulated and graphical descriptions and statistical commentary helped summarize the results of my study. Qualtrics allowed for extracting comma-separated value files that were then imported into Microsoft Excel and the open source statistical computing and graphics software “R”. Raw data was extracted from Qualtrics and the one-way analysis of variance (ANOVA) was performed using the data analysis function of Microsoft Excel. The mean plots used to visualize the differences in mean values between L2 learners and L2 teachers (RQ2) were created with the R software. Qualtrics was also used to facilitate the initial processing of data, which included assigning identification codes, coding items, data input, and keying the data. The web-based tool also helped with facilitating the data-cleaning process.

To answer research question 4 and to determine whether there are differences between the means of the three groups of L2 learners (L2 learners of German, Spanish, and Russian), I used the ANOVA. I chose the one-way or one-factor independent measures ANOVA because it allows comparisons between two or more conditions. The one-way ANOVA determined whether or not the null hypothesis could be rejected depending on a significance level of $p < 0.05$.

Unless explicitly noted, I used the mean as measure of central tendency, with the parameters being mean (M) and standard deviation (SD). All averages are shown in percent (%) and means range from min to max or low to high (0.0–3.0) throughout this dissertation. Total numbers are added where appropriate for clarity. Negative answers,

such as “No, not at all, not difficult, not interesting, not important, poor, not well, dislike, not useful, etc.,” typically have a mean value of $< .5$ for two-point Likert scale items and < 1.5 for four-point Likert scale items. Positive answers, such as “Yes, difficult, interesting, important, well, like, excellent, useful, etc.,” typically have a mean value of $> .5$ for two-point Likert scale items and > 1.5 for four-point Likert scale items.

This chapter described the study design, language program curricula, and subjects participating in the study. The chapter also introduced the instruments used to elicit data on L2 learner and teacher beliefs about grammar instruction and described the categories used to elicit information in regard to the research questions of the study. The chapter concluded with elaborations on the data collection procedures and statistical methods used to analyze data elicited from the said instruments. The following chapter examines the results elicited from questionnaires.

Chapter 4: Results

This chapter documents the results of the study. The structure of this chapter is aligned with the sequence of the research questions, which were listed in the introductory chapter. Although the primary focus of this dissertation is on learners and teachers of German, the data for Spanish and Russian participants is also documented in this chapter. An interpretation of the results will occur in the discussion that follows this chapter.

Using descriptive statistics to present the results, I report percentages and means with standard deviations in parentheses to document the results of my inquiry-based study. The coding of the Likert scale items was conducted as follows: For the two-point Likert scale items, “yes” responses were coded using a “0” and “no” responses were coded using a “1”. The four-point Likert scale items were coded in a similar way. The most negative or low responses of the scale, such as “not interesting at all” or “dislike a great deal”, were coded using a “0” while responses such as “not interesting” or “dislike somewhat” were coded using a “1”. A “2” was used to code more positive or high responses, such as “interesting” or “like somewhat” while a “3” was used as a code for the most positive responses on the four-point Likert scale, such as “very interesting” and “like a great deal”. Please refer to Appendix I for an overview of the learner questionnaire with coding schemes and Appendix II for the teacher questionnaire with coding schemes.

Each section in this chapter consists of five subsections; the first gives an overview of the participants in this study and the following four sections aim to answer all four research questions. To answer the questions, I first report on data from the survey

that was distributed to the learners followed by data gathered from teacher surveys. Then I report on differences and similarities in L2 learner and teacher beliefs in regard to the five scales introduced in the methodology chapter.

Participants

A total of 374 students took part in the study by filling out a complete questionnaire. Of these students, 259 were first-semester L2 learners, consisting of 97 first-semester L2 learners of German, 83 first-semester L2 learners of Russian, and 79 first-semester L2 learners of Spanish. A total of 212 L2 learners of German took part in the study. These learners of German consisted of 97 first-semester L2 learners, 50 second-semester L2 learners, and 65 third-semester L2 learners.

The mean age of all language students in this study was 20.32 years ($SD = 2.22$). Of the language students in this study, 50.38% identified as female, 48.59% identified as male, and 1.02% did not to report their gender. Table 1 shows an overview of language student demographic information.

	All first- semester (n = 259)	First-semester German (n = 97)	First-semester Russian (n = 83)	First-semester Spanish (n = 79)
Gender Male	114 (44%)	50 (52%)	24 (36%)	34 (43%)
Gender Female	142 (55%)	45 (46%)	42 (63%)	46 (57%)
Gender N/A	3 (1%)	2 (2%)	1 (1%)	0 (0%)
Age	19.94	20	19.85	19.94

Notes: Mean age in years

Table 1: Overview of participating language student demographic information

In addition to the 374 language learners, 20 language teachers took part in the study. Out of the 20 participating teachers, 12 taught German, four taught Spanish, and another four taught Russian. The average years of experience for all language instructors was 7.10 years. Thirteen teachers reported themselves as female and seven reported themselves as male. Table 2 gives an overview of the demographic information on all language teachers in this study.

	All Teachers (n = 20)	German Teachers (n = 12)	Russian Teachers (n = 4)	Spanish Teachers (n = 4)
Gender Male	7 (35%)	4 (33%)	1 (25%)	2 (50%)
Gender Female	13 (65%)	8 (67%)	3 (75%)	2 (50%)
Years of experience	7.10	7.50	8.75	4.25

Note: Mean years of experience

Table 2: Overview of participating language teacher demographic information

Collegiate teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback

The following subsections report and discuss data related to research question 1 and provide nuanced understanding of both learner beliefs on the importance of grammatical knowledge and accuracy for language learning and usage and their opinions on grammar instruction in general and corrective feedback in the L2 classroom.

Beginning-level learner beliefs about the importance of grammatical accuracy

One category related to the research questions of this study measured learner beliefs about the importance of grammatical accuracy for their own language learning. Item 19 encouraged learners to indicate on a four-point Likert scale whether, in their view, knowing vocabulary or knowing grammar was more important for effective language learning. Item 26 first asked learners to indicate on a two-point Likert scale whether it was more important to be able to use a foreign language with the highest degree of accuracy without too many grammatical mistakes or, alternatively, to be able to communicate on a wide range of topics despite more frequent grammatical mistakes. Item 27 asked learners to rate the importance of grammatical accuracy for improving writing, speaking, reading, and listening competencies in the L2 on a four-point Likert scale.

On item 19 of the survey, 138 out of 250 L2 learners (56%) rated knowing vocabulary as the most important aspect of effective language learning while 112 out of 250 L2 learners (44%) rated knowing grammar as most important. The beginning-level L2 learners of this study rated grammatical knowledge as being slightly higher in importance for effective language learning compared to vocabulary knowledge.

The answers for item 26 revealed that 112 out of 252 learners (43%) in this study considered it more important to be accurate while 140 out of 252 learners (57%) indicated that being able to communicate broadly in the L2 was more important than being highly accurate. 249 out of 251 learners (98%) indicated on item 27 that knowing grammar was important or very important for improving their writing skills; 230 out of

254 learners (90%) reported that grammatical knowledge was important or very important for improving their speaking skills; 230 out of 252 learners (89%) reported that grammatical knowledge was important for improving their reading skills; and 213 out of 252 learners (82%) indicated that knowing grammar was important or very important for improving their listening skills in the L2. For item 27, students reported the importance of accuracy for writing with the overall highest mean of 2.68 (.52), followed by speaking ($M = 2.37$ [.66]), reading ($M = 2.32$ [.67]), and listening ($M = 2.19$ [.74]). For an overview of the results for all language learners from the importance of grammatical accuracy category, see Table 3.

Item 19 (n=250)		Item 26 (n=252)		Item 27			
Grammar Rules	Vocabulary Items	Grammatical Accuracy	Communication	Improve Writing	Improve Speaking	Improve Reading	Improve Listening
44% (n=112)	56% (n=138)	43% (n=112)	57% (n=140)	98% (n=249)	90% (n=230)	89% (n=230)	82% (n=213)
<u>M (SD)</u>		<u>M (SD)</u>		<u>M (SD)</u>	<u>M (SD)</u>	<u>M (SD)</u>	<u>M (SD)</u>
.56 (.79)		.56 (.50)		2.72 (.70)	2.41 (.66)	2.38 (.64)	2.25 (.70)

Table 3²: Importance of Grammatical Accuracy for All First-semester L2 Learners

² Unless explicitly noted, averages are shown in % and means (M) range from min to max or low to high (0.0 – 3.0) throughout this dissertation study. Negative answers such as “No, not at all, not difficult, not interesting, not important, poor, not well, dislike, not useful, etc.” typically have a mean value of <.5 for two-point Likert-scale items and <1.5 for four-point Likert-scale items. Positive answers such as “Yes, difficult, interesting, important, well, like, excellent, useful, etc.” typically have a mean value of >.5 for two-point Likert-scale items and >1.5 for four-point Likert-scale items.

The data confirms Kalaja and Barcelos' (2006) findings that students bring their own beliefs about language learning methodologies into the L2 classroom. Regarding language learning goals, the data shows that 56% of all learners surveyed in this study reported having the goal of being able to communicate in the L2 on a wide range of topics rather than being able to use the L2 with the highest possible degree of accuracy. However, 44% of all L2 learners reported having the goal of being as accurate as possible when using their L2 rather than being able to communicate on a wide range of topics.

Similar observations can be made regarding learning vocabulary versus learning grammar rules. About half of all beginning-level L2 learners (56%) believed that learning new vocabulary was important for effective language learning while 44% believed that learning new grammar rules was more important for effective language learning than learning new vocabulary items.

Overall, L2 learners reported finding the importance of having grammatical knowledge highest for L2 writing followed by L2 speaking, reading, and listening. The data indicates that some student beliefs about the importance of grammatical knowledge might also play a role in their beliefs about getting corrected by their instructor. The results show that most L2 learners reported the need to have all their written grammatical mistakes corrected by their instructor.

In sum, about half of all beginning-level L2 learners reported having the goal of being able to communicate in the L2 despite frequent grammatical mistakes while the other half reported wanting to use the L2 with the highest degree of accuracy. The beginning-level L2 learners in this study also reported believing that grammatical

knowledge was most important for L2 writing followed by L2 speaking and reading. Learners seemed to believe that grammatical knowledge was less important for improving L2 listening skills. Even though all language programs in this study claim to use CLT, which traditionally focuses on communication rather than accuracy, many beginning-level learners seemed to value learning grammar rules and being accurate in using their L2.

Beginning-level learner beliefs about language competence

The following paragraphs examine beginning-level L2 learner beliefs about perceived language competence and seek to answer research question 1. Several items on the questionnaires were intended to measure the perceived language competence of language learners. Beginning-level learners were asked to articulate on their language learning beliefs on learning grammar rules. Additionally, learners reported on their own language competencies regarding their very own knowledge of English grammar and on their own abilities to speak and write in the L2.

Item 18 asked learners to rate their own knowledge of English grammar on a four-point Likert scale. In addition, item 20 asked students to indicate on a two-point Likert scale if they thought that some students were naturally better at understanding grammar than others. In item 21, learners had to rate their perception of the relative difficulty of German, Russian, Spanish, and English grammar. Finally, in items 23 and 24, learners were asked to compare on a four-point Likert scale their abilities to speak (item 23) and write their L2 accurately (item 24) in comparison to their classmates.

For item 18 on the questionnaire, L2 learners of all languages rated their knowledge of English grammar. Here, 136 out of 255 students indicated knowing English grammar well (44%) or very well (48%). 19 out of 255 students (8%) indicated knowing English grammar not well. Most L2 learners reported in item 20 that some students are better at understanding grammatical rules than others. Overall, 221 students (87%) answered “yes” while only 32 students (13%) answered “no”.

For items 23 and 24, 158 out of 254 students (62%) rated their speaking abilities in their L2 as good or excellent compared to their L2 learning classmates, and 207 out of 254 students (81%) rated their writing abilities as good or excellent compared to their classmates.

Most students reported being relatively confident in their knowledge of English grammar but reported feeling less confident in their ability to speak or write the L2 accurately. Overall, lower-division language learners seemed to believe that their ability to write accurately in the L2 was better than their ability to speak accurately in the L2.

Item (total n)	<i>M (SD)</i>	Positive	Negative
18. English Grammar Competence (n=255)	2.40 (.65)	92% (n=236)	8% (n=19)
20. Naturally Better at Grammar (n=253)	.13 (.33)	87% (n=221)	13% (n=32)
23. L2 Speaking Ability (n=254)	1.65 (.67)	62% (n=158)	38% (n=96)
24. L2 Writing Ability (n=254)	1.93 (.64)	82% (n=207)	18% (n=47)

Table 4: Perceived Language Competence among All First-semester L2 Learners

Beginning-level learner beliefs about grammar instruction

Beginning-level learners were asked to state their beliefs about general aspects of grammar instruction. In particular, six additional items on the questionnaire related to general perception towards grammar instruction. Here, learners were not only asked how much they liked studying grammar inside and outside the L2 classroom but also to state their beliefs about the helpfulness of grammar exercises, the importance of learning grammar rules, and the difficulty of understanding grammar rules taught in the L2 classroom. Finally, learners had to elaborate on their preferences on the instructional language used during L2 grammar instruction.

Item 16 asked the participants to rate whether or not they enjoyed studying grammar outside the L2 classroom. Item 25 asked participants to express how much they enjoyed studying grammar in their L2 classroom. Here, examples such as “understanding rules, finding grammar explanations, doing grammar exercises orally or in writing” were given to the learners to help contextualize the item in an L2 learning environment. Item 29 asked participants to indicate the helpfulness of grammar exercises for their own L2 learning while item 30 asked participants to rate the importance of learning grammar rules in their L2 class. Item 31 asked learners about the difficulty of understanding grammar rules learned in their L2 class. The final item, 49, related to general perception towards grammar instruction and asked participants about their preferred choice of instructional language to be used during grammar instruction.

The results for item 16 showed that 149 out of 256 L2 learners (60%) in the study favored for studying grammar while 107 out of 256 learners (40%) disliked studying

grammar outside the L2 classroom. For item 25, 169 out of 254 learners (68%) reported enjoying studying grammar in their L2 learning classroom while 85 out of 254 learners (32%) indicated that they did not enjoy studying grammar in their L2 classroom. The results for item 29 revealed that almost all L2 learners (245 out of 254) in this study (97%) found grammar exercises helpful for their L2 learning. In item 30, almost all L2 learners (253 out of 254) found it important to learn grammar rules in their L2 classrooms. The results for item 31 showed that 161 out of 254 learners (60%) reported having difficulties understanding grammar rules taught in their L2 class. For an overview of the results for the general perception towards the grammar instruction category for all language students, see Table 5.

Item (total n)	<i>M (SD)</i>	Positive	Negative
16. Studying Grammar (n=256)	1.63 (.83)	58% (n=149)	42% (n=107)
25. Enjoy Grammar (n=254)	1.81 (.73)	67% (n=169)	33% (n=85)
29. Helpfulness of Grammar Exercises (n=254)	2.42 (.56)	96% (n=245)	4% (n=9)
30. Importance of Grammar Rules (n=254)	2.63 (.49)	100% (n=253)	0% (n=1)
49. Difficulty of Grammar Rules (n=254)	1.68 (.62)	63% (n=161)	37% (n=93)

Table 5: Beliefs about Grammar Instruction among First-semester L2 Learners

For item 49, 113 out of 251 learners (45%) reported preferring that their language instructors explain a grammar point in English first, followed by explanations in the L2. Of the same group, 96 learners (38%) indicated preferring being taught grammar points

in the L2 first, followed by English explanations. Of all students, 39 learners (16%) preferred grammar being taught in English only while 3 learners (1%) preferred grammatical instruction to take place in the L2 only. Table 6 summarizes the results of item 49.

Language of Instruction (n=251)	
L1 then L2	45% (n=113)
L2 then L1	38% (n=96)
L1 only	16% (n=39)
L2 only	1% (n=3)

Table 6: Preferred Instructional Language during L2 Grammar Instruction

Not all beginning-level learners liked the idea of studying grammar outside the language learning classroom, although many beginning-level learners (59%) reported that they liked studying grammar. Likewise, many beginning-level learners (67%) reported enjoying grammar instruction in their L2 classroom. These findings are in line with previous research on student beliefs about learning grammar (Kern, 1995).

The American Council on the Teaching of Foreign Languages (ACTFL) recommends the exclusive use of the target language during and beyond the L2 classroom. Though all language departments surveyed in this study claimed to aim at achieving the ACTFL instructional language recommendations, most students in this study reported preferring a combination of L1 and L2 use during grammar instruction.

These preferences might emerge because many students arrive in the L2 classroom with varied levels of experience with formal grammar instruction. Therefore, many learners prefer some use of the L1 during such instruction.

Though many beginning-level learners found it difficult to understand L2 grammar rules, most learners reported learning grammar rules in their L2 class to be important, and almost all beginning-level learners believed the use of grammar exercises in their L2 classrooms to be helpful for their own L2 learning. The data also points to recent developments in the research of individual differences. These insights may seem obvious, but the data on L2 learners' and teachers' receptivity towards specific types of grammar instruction below points to widely contrasting views between L2 learners and their teachers, which emphasizes the accuracy of these claims.

Beginning-level learner receptivity to specific types of grammar instruction

Eight items on the learner questionnaire related to perception of specific types of grammar instruction. Beginning-level learners were asked to report on their beliefs about deductive and inductive types of grammar instruction. First, learners had to indicate whether they had experience with inductive types of exercises in their language class.

Beginning-level learners who indicated having experienced inductive grammar instruction were asked to report on these experiences. Here, learners reported not only whether they enjoyed learning with these types of grammar exercises but also on the difficulty and usefulness of the inductive type of grammar exercises. Finally, learners

were asked about their beliefs towards deductive types of exercises, including how difficult and useful they found those to be.

Item 32 asked learners to indicate on a two-point Likert scale whether they have ever experienced inductive types of grammar instruction by asking them if a language instructor has ever asked them to figure out a grammar rule on their own. Learners who had experienced inductive types of instruction were then asked a series of additional questions. Item 35 is an example of such a question regarding specific types of grammar instruction. This item asked learners to rate the difficulty of figuring out a grammar rule on a four-point Likert scale. Item 36, also a four-point Likert-type question, asked students about the usefulness of figuring out a grammar rule on their own. In item 37, learners were asked how much they liked or disliked figuring out a grammar rule on a four-point Likert scale. Item 40 asked learners to indicate the usefulness of the deductive type of grammar instruction. Here, learners had to rate the usefulness of mechanical-type exercises used in the language classroom. Learners were given context by informing them of the repetitiveness of these types of exercises. They were also provided with examples of such exercises, which included exercises that asked learners to provide verbs in the correct tenses and transform statements into questions. In item 41, learners had to rate the difficulty of mechanical-type exercises, and item 42 asked learners how interesting they found these types of exercises on a four-point Likert scale. The final item relating to this category was item 47. This item asked learners to indicate on a two-point Likert scale if they ever experienced their language teacher sharing his or her views on aspects related to language learning with the entire class.

Many learners in this study reported not having experienced inductive types of instruction in their L2 classrooms. Item 32 showed that 174 out of 254 learners (69%) in the study reported not having experienced inductive types of instruction while only 80 out of 254 learners (31%) reported experiencing some type of inductive grammar instruction. Out of those learners that experienced inductive grammar instruction, 59 out of 79 learners (74%) found it to be difficult (item 35). Of learners that experienced the inductive type of grammar instruction, 67 out of 78 learners (85%) reported that they found these types of exercises useful (item 36), and 40 out of 78 learners (52%) of the same group reported, in item 37, liking inductive types of grammar instruction. The results of item 40 showed that 234 out of 253 learners (92%) in this study found mechanical types of exercises useful. Of all 253 L2 learners, 188 learners (74%) rated the difficulty of the mechanical types of exercises in item 41 as not difficult. The results of item 42 revealed that 144 out of 253 learners (57%) did not find mechanical types of exercises interesting. 202 out of 252 L2 learners in this study (80%) indicated, in item 47, that they had experienced their language instructor sharing their views on language learning while 50 learners (20%) had not experienced their language teacher sharing their views on language learning.

Surprisingly, relatively few beginning-level learners (31%) claimed to have experienced inductive types of grammar exercises in their L2 classroom. About half of those learners that experienced inductive types of grammar exercises reported enjoying them while the other half did not seem to like this type of exercise. Additionally, many of these beginning-level learners (75%) reported inductive types of exercises as being

difficult. However, the majority of these learners (86%) found these types of exercises helpful for their own learning of the grammar topics being covered.

Most of the beginning-level learners (92%) reported finding deductive types of exercises to be useful for their learning of L2 grammar. While learners tended to find these types of exercises useful, many (68%) also reported them to be easy. Not only did many learners find deductive type exercises to be easy, but more than half (57%) found them boring. However, many learners (43%) found deductive grammar exercises to be interesting, and some (32%) found them challenging. Table 7 summarizes learner receptivity towards specific types of grammar instruction.

Item (total n)	Positive	Negative	M (SD)
32. Had Experienced Inductive Grammar Instruction (n=254)	31% (n=80)	69% (n=174)	.69 (.46)
35. Found Inductive Grammar Instruction Difficult (n=79)	74% (n=59)	26% (n=20)	1.81 (.66)
36. Found Inductive Grammar Instruction Useful (n=78)	85% (n=67)	15% (n=11)	2.10 (.69)
37. Enjoyed Inductive Grammar Instruction (n=78)	52% (n=40)	48% (n=38)	1.56 (.87)
41. Found Deductive Grammar Instruction Difficult (n=253)	26% (n=65)	74% (n=188)	1.21 (.58)
40. Found Deductive Grammar Instruction Useful (n=253)	92% (n=234)	8% (n=19)	2.34 (.61)
42. Enjoyed Deductive Grammar Instruction (n=253)	43% (n=109)	57% (n=144)	1.42 (.73)

Table 7: Learners' receptivity towards specific types of grammar instruction

To summarize, relatively few beginning-level learners experienced inductive grammar instruction in their language classroom. Out of the few learners that experienced inductive grammar teaching, half reported liking it and the other half reported not liking it. Most of them also found inductive-type grammar exercises difficult; however, they also reported finding these types of grammar exercises useful for their grammar learning. Beginning-level learners also found deductive types of grammar exercises useful for their learning of L2 grammar. Many learners found these types of exercises easy but boring. However, a considerable number found deductive types of exercises interesting.

Beginning-level learner receptivity to corrective feedback

To answer research question 1, two items on the survey inquired about beginning-level learner beliefs about corrective feedback in the L2 classroom. Learners reported on their beliefs regarding the use of error correction during their spoken L2 production and their written L2 production. Perception towards corrective feedback was the final category of this study and consisted of two questions.

Item 44 asked learners to indicate at what point their language teacher should correct their grammar errors during speaking. Learners could choose whether they preferred their language teacher to (1) never correct them, (2) correct them when the grammar point was the focus of the current lesson, (3) correct them only when the error involves something they should already know, (4) correct them only when they could not make themselves understood, or (5) correct all of their errors. Item 45 asked learners to indicate which grammatical errors they felt their language teacher should correct in their

written work, such as essays and tests. Learners were asked if they preferred their teachers to (1) not correct grammatical errors, (2) only correct errors related to a grammar point currently being covered, (3) only correct errors that were the focus of previous lessons, (4) only correct the errors that made understanding difficult, or (5) correct all errors.

The results for item 44 showed that 112 out of 253 learners (44%) in this study preferred their language teacher to correct their spoken grammar errors all the time. Of the same group, 60 learners (24%) indicated preferring that their language teacher to correct their grammar errors only when the error involves something they should already know while 72 learners (28%) preferred being corrected only when they could not make themselves understood. Only 8 learners (3%) reported preferring being corrected when the grammar point was the focus of the current lesson, and an insignificant number (0.40%) preferred that their grammar errors never be corrected. In item 45, 188 out of 253 learners (74%) in this study reported preferring that all of their grammatical mistakes in their writing to be corrected, while 32 learners (13%) preferred only the errors that make understanding difficult to be corrected. 28 learners (11%) reported wanting their language teacher to correct only the errors in their writing that has been the focus of previous lessons, and very few learners (2%) preferred their language teacher to correct only those errors in their writing that involved a grammar point the class was currently covering. None of the L2 learners indicated that they preferred that their written work to not be checked for grammatical errors.

	44. Error Correction during Speaking (n=253)	45. Error Correction in Writing (n=253)
At all times	44% (n=112)	74% (n=188)
Not comprehensible	29% (n=60)	13% (n=32)
Known information	24% (n=72)	11% (n=28)
Specific time	3% (n=8)	2% (n=5)
Never	0% (n=1)	0% (n=0)

Table 8: Learner Receptivity to Corrective Feedback

Learners' preferences towards having their grammatical mistakes corrected by their language instructors varied greatly. Concerning the use of corrective feedback for learners' written production, most students reported preferring having all their grammatical mistakes corrected by their language instructor. About half of all beginning-level learners reported preferring having their spoken grammatical mistakes corrected at all times while 28% of all beginning-level learners indicated preferring having their spoken grammatical mistakes corrected by their language instructor only when their error was related to a grammatical topic with which they should be familiar. The remaining 24% of all beginning-level learners reported wanting their spoken grammatical mistakes corrected by their language instructor only when they could not make themselves understood.

The sections above examined L2 learner beliefs about the importance of grammatical accuracy, perceived language competence, general and specific types of

grammar instruction, and preferences for corrective feedback. The following sections consider L2 teacher beliefs about the same aspects regarding grammar instruction.

L2 teacher beliefs about the importance of grammatical accuracy

The following paragraphs review data related to research question 1 and provide a nuanced understanding of learners' opinions on grammatical accuracy for successful language learning and use. One category related to the research questions of this study measured teacher beliefs about the importance of grammatical accuracy related to language learning. In item 13, teachers had to indicate whether knowing vocabulary or knowing grammar was more important for effective language learning. Here, teachers could choose their answers on a four-point Likert-type scale. Item 20 asked teachers to indicate on a two-point Likert scale whether it was more important to be able to use a foreign language with the highest degree of accuracy or to be able to communicate on a wide range of topics despite frequent grammatical mistakes. Item 21 asked teachers to rate the importance of grammatical accuracy for improving speaking, writing, listening, and reading in the L2 on a four-point Likert scale. The following paragraphs sought to answer research question 1, specifically regarding teacher beliefs.

The results of item 13 showed that 10 out of 19 teachers (53%) in this study found learning new vocabulary more important for effective language learning than learning new grammar rules while 9 teachers (47%) indicated that learning new grammar rules was more important for language learning than learning new vocabulary items. The results of item 20 on the teacher questionnaire revealed that 19 out of 20 teachers (95%)

in this study considered it more important to be able to communicate on a wide range of topics despite grammatical mistakes than to use a foreign language with the highest possible degree of grammatical accuracy. All language teachers (100%) indicated, in item 21, that knowing grammar was important for improving learners' writing abilities while 17 out of 20 teachers (85%) reported grammatical knowledge to be important for improving their learners' speaking abilities. Of the teachers, 12 out of 20 language teachers (60%) also thought that knowing grammar was important for improving listening, and 17 out of 20 teachers (85%) believed that grammatical knowledge was important for reading in the L2. For an overview of the results in the category of importance of grammatical accuracy for language teachers, see Table 9.

Item 13		Item 20		Item 21			
Grammar Rules	Vocabulary Items	Accuracy	Communication	Improve Writing	Improve Speaking	Improve Reading	Improve Listening
47% (n=9)	53% (n=10)	5% (n=1)	95% (n=19)	100% (n=19)	85% (n=16)	85% (n=16)	60% (n=11)
<u>M (SD)</u> .68 (.64)		<u>M (SD)</u> .95 (.22)		<u>M (SD)</u> 2.75 (.43)	<u>M (SD)</u> .25 (.70)	<u>M (SD)</u> .15 (.65)	<u>M (SD)</u> 1.90 (.83)

Table 9: Importance of grammatical accuracy for all language teachers

The results for item 13 showed that 53% of all German teachers rated learning new vocabulary items as more important for effective language learning than learning new grammar rules. In item 20, 95% of German teachers reported that they wanted their students to be able to use a foreign language to communicate on a wide range of topics

despite grammatical mistakes rather than use that foreign language with the highest possible degree of grammatical accuracy. All German teachers in this study reported that learning grammar was important for improving their students' writing skills while 83% reported learning grammar as being important for improving their students' reading skills; 75% indicated that grammatical knowledge was important for improving their students' speaking skills, and 42% thought that learning grammar was important to improve their students' listening skills in German. For this four-point Likert scale item, teachers of German reported on the importance of grammatical knowledge for improving their student's writing with a mean of 2.67 (.47), reading ($M = 2.08$ [.64]), speaking ($M = 2.08$ [.76]), and listening ($M = 1.67$ [.85]).

In item 13, 67% of teachers of Russian rated learning new vocabulary as being more important for effective language learning than learning new grammar rules. For item 20, all teachers of Russian (100%) indicated that being able to communicate on a wide range of topics was more important for their students than being grammatically accurate. For item 21, all teachers of Russian indicated grammatical knowledge to be important for improving speaking and writing while 75% reported grammatical knowledge as being important for improving listening and reading skills.

For item 13, all teachers of Spanish in this study rated learning new grammar rules as more important than learning new vocabulary items, which mostly contradicts the results from German and Russian teachers. The same group of teachers (100%) indicated in item 20 that being able to communicate on a wide range of topics was more important for their students than being grammatically accurate. For item 21, all teachers

of Spanish indicated grammatical knowledge to be important for improving speaking, writing, listening, and reading abilities. For an overview of the results for grammatical accuracy between language teachers, see Table 10; results are reported using means with standard deviations in parentheses.

Category (Item)	Teachers of German (n= 12)	Teachers of Spanish (n= 4)	Teachers of Russian (n= 4)
Grammar vs. Vocabulary (12)	1.42 (.64)	2.50 (.50)	1.67 (.94)
Accuracy vs. Communication (20)	.92 (.28)	1.00 (.00)	1.00 (.00)
Improve Writing (21)	2.67 (.47)	3.0 (.00)	2.75 (.43)
Improve Speaking (21)	2.08 (.76)	2.25 (.43)	2.75 (.43)
Improve Reading (21)	2.08 (.64)	2.25 (.43)	2.25 (.83)
Improve Listening (21)	1.67 (.85)	2.25 (.43)	2.25 (.83)

Table 10: Language Teacher Results for Grammatical Accuracy Category (n = 20)

About half of language teachers (53%) reported that learning new vocabulary items was more important for effective language learning than learning new grammar rules while the other half (47%) believed that learning new grammar rules was more important for effective language learning than learning new vocabulary items.

Though there seems to be a division in beliefs about the importance of learning new grammar rules versus learning new vocabulary items, almost all language teachers

(95%) believe that students should be more focused on communicating on a wide range of topics despite having occasional grammatical mistakes. Confirming previous research, language teachers also reported that grammatical knowledge in the L2 was most important for improving L2 writing, followed by L2 speaking and L2 reading. L2 teachers rated the importance of grammatical knowledge lowest for L2 listening.

In line with current research on the effectiveness of CLT, the data suggests that almost all language teachers want their students to be able to communicate on a wide range of topics rather than being mostly accurate in the L2. Though language teachers seemed to disagree on whether learning new grammar rules or new vocabulary was more important for effective language learning, most rated the importance of grammatical knowledge highest for L2 writing, followed by speaking and reading.

L2 teacher perceived language competence

Five items on the teacher questionnaire related to the perceived language competence category. Item 12 asked teachers to rate their own knowledge of English grammar on a four-point Likert scale. In addition, item 14 asked teachers to indicate on a two-point Likert scale if they thought that some students were naturally better at understanding grammar than others. Finally, items 17 and 18 asked teachers to compare their abilities to speak (item 17) and write the L2 accurately (item 18) in comparison to their colleagues on a four-point Likert scale.

The results for all L2 teachers for item 12 showed that most teachers (95%) are confident with their knowledge of English grammar. Overall, 8 out of 20 language

teachers (40%) indicated that they knew English grammar well while 11 out of 20 teachers (55%) reported knowing English grammar very well. Most L2 teachers in this study (16 out of 20 teachers (80%)) thought, in item 14, that some language learners are naturally better in learning grammar than others. Most L2 teachers rated their abilities to speak in the L2 as high and their abilities to write as even higher than their speaking abilities.

In item 12, most teachers of German (92%) rated their knowledge of English grammar as high. For item 14, 83% indicated believing that some students are naturally better at learning grammar than others. Most teachers of German rated their abilities to speak in the L2 as high and their abilities to write as equally high. For item 12, teachers of Russian rated their knowledge of English grammar as highest among the study's other groups of teachers. In item 14, 75% of Russian teachers reported believing that some learners are naturally better at learning grammar than others. All teachers of Russian rated their abilities to speak and write in Russian as excellent. Similarly, to the other groups of teachers, teachers of Spanish rated their knowledge of English as high in item 12. The results of item 14 show that 75% of teachers of Spanish thought that some students are better at learning grammar than others. Most teachers of Spanish rated their abilities to speak in the L2 as high and their abilities to write as even higher. See Table 11 for an overview of language teachers' results for the category of perceived language competence. Results are reported using means with standard deviations in parenthesis.

Item	Teachers of German (n= 12)	Teachers of Spanish (n= 4)	Teachers of Russian (n= 4)
12. English Grammar	2.43 (.64)	2.50 (.50)	2.75 (.43)
14. Naturally Better	.17 (.37)	.25 (.43)	.25 (.43)
17. Rating L2 Speaking	2.75 (.43)	2.75 (.43)	3.0 (.00)
18. Rating L2 Writing	2.75 (.43)	3.0 (.00)	3.0 (.00)

Table 11: Language Teacher Results for Perceived Language Competence (n = 20)

Most language teachers believed that some students are naturally better at understanding grammar rules than others. When asked about their own L2 speaking and writing competencies, all language teachers rated their ability to speak and write the L2 as high.

L2 teacher general receptivity towards grammar instruction

Six items on the teacher questionnaire related to L2 teachers' general perceptions of grammar instruction. Item 10 asked L2 teachers to indicate on a four-point Likert scale how much they liked teaching grammar in their language classroom. Item 19 asked teachers on a four-point Likert scale to express how much they thought that their learners liked studying grammar in their language classroom. Item 23 asked teachers to rate on a four-point Likert scale the importance of grammar exercises for their students' learning. For item 24, teachers were asked to rate the importance of learning grammar rules in their L2 classroom. Item 25 asked teachers to indicate on a four-point Likert scale the level of difficulty of understanding grammar rules taught in their L2 classroom. The final item,

50, asked teachers which instructional language they preferred to use during grammar instruction in their L2 classroom.

The results from item 10 on the teacher questionnaire show that 17 out of 19 language teachers (89%) in this study reported liking teaching grammar in their language classrooms. For item 19, 12 out of 19 language teachers (63%) reported thinking that their students liked studying grammar in their classroom while 7 language teachers (37%) thought that their students disliked it. All 20 L2 teachers (100%) reported that grammar exercises were important for their students' learning (item 23). 18 out of 20 language teachers (90%) reported that learning grammar rules in their L2 classrooms was important as well (item 24). For item 25, 13 out of 19 language teachers (68%) thought that their students experienced difficulty with understanding grammar rules taught in their L2 classroom while 6 teachers (32%) thought that students did not find it difficult to understand grammar rules taught in their L2 classrooms. The results for item 50 reveal that 9 out of 20 language teachers (45%) in this study preferred to teach grammar using English as the main instructional language.; 6 teachers (30%) preferred to first introduce the grammar topic in the L2 and then follow up in English; only 3 teachers (15%) explicitly used the L2 as the main instructional language during grammar instruction, and 2 teachers (10%) used English first, followed by explanations in the L2.

Item 10 on the German teachers' questionnaire showed that 83% of all German teachers indicated liking grammar teaching. However, a mean of 3.25 (.72) indicated that this group of teachers liked teaching grammar in their L2 classroom less than L2 teachers of Russian and Spanish. For item 19, 50% of German teachers reported thinking that their

students enjoyed studying grammar in their L2 classroom while the other 50% did not feel that way. For this item, the mean was the lowest among all teacher groups. All German teachers (100%) found grammar exercises to be important for their students' learning in item 23 while, in item 24, 92% of German teachers valued the importance of learning grammar rules in their L2 classroom. The results of item 25 showed that 67% of German teachers thought that their students had difficulties understanding grammar rules taught in their L2 classroom. In item 50, 42% of German teachers reported using German as their main instructional language followed by occasional English explanations and follow-up questions. Of these teachers, 33% reported using English only during grammar instruction while 17% reported using English as their main instructional language followed by German explanations and follow-ups. Only 8% of German teachers reported using German as the only instructional language during grammar instruction.

All Russian teachers in this study (100%) indicated that they liked teaching grammar in their L2 classroom, and all of them thought that their students liked studying grammar in their classroom. All Russian teachers also found grammar exercises important for their students' learning, and all of them valued the importance of grammar rules being taught in their Russian classrooms. Of these teachers, 75% thought that their students had difficulty understanding these grammar rules. The means for all items above (items 16, 19, 23, 24, and 25) were the highest out of all of the groups of teachers. The results of item 50 showed that all Russian language teachers (100%) preferred using English only when it came to teaching grammar in their Russian classes.

All teachers of Spanish indicated in item 10 that they liked teaching grammar in their Spanish classes. Item 19 revealed that 67% of Spanish teachers thought that their students enjoyed studying grammar in their classroom while 33% did not think that their students enjoyed grammar instruction. All Spanish teachers found grammar exercises to be important for their students' learning in item 23, and 75% of Spanish teachers valued the importance of learning grammar rules in their L2 classroom. Of these teachers, 67% thought that their students had difficulty understanding grammar rules taught in class. Item 50 revealed that 50% of Spanish teachers preferred teaching grammar using Spanish while 25% preferred using English as the instructional language for grammar teaching. Of the teachers, 25% preferred teaching grammar using Spanish first, followed by the use of English. For an overview of all L2 teachers' receptivity towards grammar instruction in general, see Table 12.

Item	Teachers of German (n = 12)	Teachers of Spanish (n = 4)	Teachers of Russian (n = 4)
10. Affinity towards grammar instruction	2.47 (.68)	2.50 (.50)	1.67 (.94)
19. Students enjoy grammar instruction	.92 (.28)	1.00 (.00)	1.00 (.00)
23. Importance of grammar exercises	2.35 (.64)	2.50 (.50)	2.50 (.50)
24.Importance of grammar rules	2.08 (.49)	2.25 (.83)	2.75 (.43)
25. Students have difficulty with rules	2.67 (.47)	2.67 (.47)	2.75 (.43)
50. Error Correction Preferences			
L1	33% (n=4)	25% (n=1)	100% (n=4)
L2	8% (n=1)	50% (n=2)	0% (n=0)
L1 followed by L2	17% (n=2)	25% (n=1)	0% (n=0)
L2 followed by L1	42% (n=5)	0% (n=0)	0% (n=0)

Table 12: L2 teachers' receptivity towards grammar instruction

Most language teachers in this study reported liking teaching grammar and acknowledged the importance of grammar exercises for their students' language learning. Not only did language teachers believe that grammar exercises were important for their students' learning but they also rated the learning of grammar rules in the L2 classroom as important. However, only 63% of all language teachers believed that their students enjoyed studying grammar in their L2 classroom, and 68% of all language teachers

believed that their students found it difficult to understand grammar rules taught in their L2 classroom.

Beliefs about instructional language during grammar instruction differed greatly among language teachers. About half of all language teachers preferred teaching grammar using English as the main instructional language. One third of teachers preferred using the L2 first and then using the L1 for follow-up questions and explanations of further grammatical details. Only a few teachers indicated using the L2 only during grammar instruction.

L2 teacher receptivity to specific types of grammar instruction

Nine items on the teacher questionnaire related to the teachers' perceptions of specific types of grammar instruction categories. Item 27 asked teachers on a two-point Likert scale if they had ever asked their language students to discover a grammar rule on their own. Teachers that answered "yes" to this question were then asked additional questions regarding inductive grammar instruction.

Item 28 asked teachers on a four-point Likert scale to indicate the level of difficulty experienced by their language learners in discovering grammar rules. Using the same type of scale, item 29 asked L2 teachers to indicate the usefulness of inductive-type exercises for their students' learning. Item 30 asked the teachers to report on how interesting they find discovery-based exercises, and item 32 asked them to indicate how much they enjoyed discovery-based grammar teaching in their language classrooms.

In order to explore various aspects of deductive-type grammar exercises, item 35 asked teachers to indicate the general usefulness of mechanical types of exercises for L2 grammar instruction. Item 36 asked teachers to report on the difficulty of these types of exercises for their language learners. Teachers were also asked to indicate, in item 37, on a four-point Likert scale how interesting they found those types of exercises and how much they enjoyed teaching with deductive types of exercises (item 40).

16 out of 20 language teachers (80%) in this study reported in item 27 that they had asked their language students to discover a grammar rule on their own. Being asked about the level of difficulty in item 28, 8 out of 20 teachers (53%) reported that discovering a grammar rule was not difficult for their students while 7 teachers (47%) thought that such an inductive approach to grammar instruction was difficult for their students. Item 29 showed that all language teachers (100%) in this study found inductive types of grammar exercises useful for their students' learning, and all teachers also indicated finding those types of exercises interesting (item 30). For item 32, all language teachers reported enjoying teaching grammar inductively. The results of item 35 revealed that 13 out of 20 language teachers (65%) found deductive types of exercises useful for their students' learning while 7 teachers (35%) of them did not find those exercises useful. Additionally, 16 out of 20 language teachers (80%) did not find those types of exercises difficult for their students (item 36), and the same percentage of teachers did not find deductive types of exercises interesting. Item 40 showed that 13 out of 20 language teachers (65%) enjoyed teaching with deductive types of exercises while 7 teachers (35%) did not enjoy teaching grammar using a deductive approach.

In item 27, 83% of all German teachers reported having taught grammar inductively in their language classroom. Of these teachers, 60% did not find it difficult to teach inductively, while 40% did. All German teachers found inductive types of grammar exercises useful for their students' learning, found them interesting, and enjoyed inductive grammar teaching. Of these teachers, 67% reported finding deductive types of grammar exercises useful for their students' learning in item 35. Of the same group, 75% indicated that deductive grammar exercises were not difficult for their students, and 83% indicated, in item 37, that they did not find deductive types of grammar exercises interesting. The results of item 40 showed that 67% of German teachers did not enjoy teaching with deductive types of exercises.

Of Russian teachers in this study, 75% indicated in item 27 that they had taught grammar in an inductive way before. Out of these teachers, 67% reported, in item 28, that they believed inductive types of exercises to be difficult for their language learners. However, all teachers of Russian found inductive types of grammar exercises useful for their students' learning. They also found these exercises interesting overall and enjoyed teaching with them (items 29, 30, 32). In item 35, 75% of the same group of teachers indicated that they found deductive grammar exercises useful for their students' learning while, in item 36, 75% of Russian teachers found them not very difficult for their students. Half of them (50%) found these types of exercises interesting, but 50% indicated not enjoying teaching with deductive grammar exercises.

In item 27, 75% of all Spanish teachers reported having taught grammar inductively in their language classroom before. Half of them reported in item 28 that

inductive types of exercises were difficult for their language students. All Spanish teachers indicated, in item 29, that inductive types of grammar exercises are interesting to them, useful for their students' learning, and enjoyable to teach. In item 35, 50% of Spanish teachers in this study reported finding deductive types of grammar exercises useful for their students' learning while the other half did not find these exercises useful. None of the Spanish teachers found these types of exercises difficult for their students or interesting in general (items 35 and 36). In item 40, 75% of Spanish teachers reported not enjoying teaching deductive types of grammar exercises. See Table 13 for a summary of teacher receptivity to specific types of grammar instruction.

Item	Teachers of German (n = 12)	Teachers of Spanish (n = 4)	Teachers of Russian (n = 4)
27. Experience teaching inductively	.17 (.37)	.25 (.43)	.25 (.43)
28. Difficulty with inductive grammar instruction	1.40 (.49)	2.00 (1.00)	1.67 (.47)
29. Usefulness of inductive grammar instruction	2.40 (.49)	2.67 (.47)	2.67 (.47)
30. Interest in inductive grammar instruction	2.50 (.50)	2.33 (.47)	2.33 (.47)
32. Enjoy teaching inductively	2.20 (.40)	2.33 (.47)	2.33 (.47)
36. Difficulty with deductive grammar instruction	1.08 (.64)	.75 (.43)	1.00 (.71)
35. Usefulness of deductive grammar instruction	1.83 (.69)	1.75 (.83)	2.00 (.71)
37. Interest in deductive grammar instruction	1.08 (.64)	.75 (.43)	1.00 (.71)
40. Enjoy teaching deductively	1.33 (.47)	1.25 (.43)	1.75 (.30)

Table 13: L2 teacher receptivity to specific types of grammar instruction

In summary, most language teachers reported having used inductive grammar teaching techniques in their current language course. While about half of language teachers thought inductive-type grammar exercises were difficult for their students, all of them reported finding these exercises interesting and useful for their students' learning of grammar. Additionally, all of the language teachers seemed to enjoy teaching grammar using inductive types of teaching strategies. On the other hand, 65% of the language teachers did not like teaching with deductive types of grammar exercises. Also, 80% of them did not find these exercises to be very challenging or interesting for their students. Despite these negative beliefs about deductive grammar exercises, 65% of language teachers found these types of grammar exercises to be useful for their students' learning of grammar.

L2 teacher beliefs about corrective feedback

The final category of this study was related to teacher beliefs about corrective feedback. It consisted of two questions. One question, item 43, asked teachers to indicate their opinions about correcting their students' grammar mistakes during tasks that included speaking, such as communicative tasks. Teachers could report that they (1) never correct students during such tasks, (2) correct students when the grammar point was the focus of the current lesson, (3) correct students only when the error involves something they should already know, (4) correct students only when they cannot make themselves understood, or (5) correct all students' mistakes. Item 45 asked teachers to indicate which grammatical errors they felt they should correct in their student's written

work, such as essays and tests. Teachers could choose from the following answers: (1) grammatical errors should not be corrected, (2) only those errors should be corrected that are related to a grammar point currently being covered in class, (3) only those errors should be corrected that have been the focus of previous lessons, (4) only those errors should be corrected that make understanding difficult, or (5) all errors should be corrected.

The results for item 43 showed that there was no definite consensus between the individual language teachers participating in this study. Of all 20 teachers, 6 teachers (30%) indicated the need to correct their language students' grammatical mistakes during speaking tasks when the grammar point was the focus of the lesson; also 6 teachers (30%) indicated preferring to correct their students' grammar mistakes only when that error involved something they should already know; 5 teachers (25%) indicated a preference for correcting students' grammar mistakes during speaking only when the students cannot make themselves understood; 3 teachers (15%) felt the need to correct all grammar errors during speaking tasks; and none of the teachers believed that they should never correct their students' grammatical errors. For item 44, 9 language teachers (45%) in this study indicated the need to correct all errors in their students' written work; 8 teachers (40%) felt that only the errors that have been the focus of previous lessons should be corrected; 3 teachers (15%) of teachers indicated the need to correct only the errors that make understanding their students' texts difficult; and none of the teachers thought that only the errors that are related to a currently covered grammar point should be corrected or that grammatical errors should not be corrected at all. Both of these items

show that teachers have different philosophies when giving feedback to students' oral and written output. I discuss these insights and how these different beliefs could affect student beliefs and the language learning environment in further detail in the following discussion and implication chapters.

Most teachers of German (41.67%) indicated, in item 43, that they preferred correcting their students' grammar errors only when the students could not make themselves understood while speaking; 25% of German teachers believed in correcting their students' mistakes during speaking tasks when the grammar point was the focus of the lesson. An additional 25% of German teachers indicated correcting their students' grammar mistakes during speaking only when the error involved something their students should already know. Half of the teachers of German (50%) indicated, in item 44, that they corrected all of their students' grammar mistakes in their written work while 33% reported correcting students' written grammar errors only when the error involves something they should already know. Only a few teachers of German (17%) reported correcting students' written grammar mistakes only when they could not make themselves understood.

Three teachers of Russian gave an answer to items 43 and 44. Two teachers of Russian indicated in item 43 that they preferred correcting their students' grammar errors during speaking tasks when the grammar point was the focus of the current lesson while one teacher reported correcting students' grammar mistakes only when the error involved something they should already know. For item 44, two teachers indicated that they only corrected errors in written work that were the focus of previous lessons while one teacher

believed in correcting only those written grammar mistakes that make understanding difficult.

Half of teachers of Spanish (50%) indicated in item 43 that they corrected all grammar errors during speaking tasks while the other half (50%) reported correcting only the errors involving things that students should already know. In item 44, 75% of teachers of Spanish indicated that they prefer correcting all their students' written grammar mistakes, and one teacher (25%) indicated correcting only the mistakes that were the focus of previous lessons. Table 14 offers an overview of the results for teacher's receptivity towards corrective feedback.

43. Error Correction during Speaking	Teachers of German (n = 12)	Teachers of Spanish (n = 4)	Teachers of Russian (n = 4)
Never	0% (n=0)	0% (n=0)	0% (n=0)
Focus of lesson	25% (n=3)	50% (n=2)	0% (n=0)
Known information	25% (n=3)	25% (n=1)	50% (n=2)
Unintelligible	42% (n=5)	25% (n=1)	0% (n=0)
All errors	8% (n=1)	0% (n=0)	50% (n=2)
44. Error Correction in Writing			
Never	0% (n=0)	0% (n=0)	0% (n=0)
Focus of unit	0% (n=0)	0% (n=0)	0% (n=0)
Known information	33% (n=4)	75% (n=3)	25% (n=1)
Unintelligible	17% (n=2)	25% (n=1)	0% (n=0)
All errors	50% (n=6)	0% (n=0)	75% (n=3)

Table 14: Teacher receptivity towards corrective feedback

To summarize, teachers' beliefs about corrective feedback during communicative exercises vary tremendously. Some language teachers reported believing that they should correct their students' grammar errors during communicative exercises only when the grammar point was the focus of the lesson while other language teachers believed that a grammatical error should only be corrected if it concerned information that was taught previously. Some language teachers also believed that students' grammatical errors should only be corrected when they could not make themselves understood. Few teachers believed in correcting all of their students' grammar mistakes.

Beliefs about written corrective feedback also varied from teacher to teacher. While some teachers believed corrective feedback should be given on all written grammar errors, others believed in giving feedback on the errors that had been the focus of previous lessons. Some teachers reported believing that only those errors that make understanding difficult should be corrected.

The sections above examined insights gained from eliciting data on L2 learner and teacher beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback. The following sections report on the differences and similarities in teacher and learner beliefs about various aspects of grammar instruction. These sections answer research question 2.

Differences and similarities in teacher and learner beliefs about grammar instruction

Research question 2 inquired about the similarities and differences in teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback. Here, I present important similarities and differences in teacher and student beliefs. Such differences and similarities are important for continuous research on teacher and learner language learning beliefs; they can also help define effective language teaching methodologies and improve existing teaching approaches.

Differences and similarities in teacher and learner beliefs about the importance of grammatical accuracy

While almost all language teachers believed that, by the end of their language classes, learners should be able to communicate on a wide range of topics despite grammatical mistakes rather than focusing on being grammatically accurate, learners' beliefs differed greatly. Almost half of all beginning-level learners indicated having the goal of, by the end of their language studies, being able to use the foreign language with the highest possible degree of grammatical accuracy.

Learners and teachers shared similar beliefs about their appreciation for learning and teaching grammar in the L2 classroom. Many learners reported liking learning about grammar, and more than half of language teachers reported believing that their L2 students liked learning about grammar. Teachers and learners shared similar beliefs on the importance of learning vocabulary versus learning grammar rules. Slightly over half of both language teachers and learners reported believing that learning new vocabulary was more important than learning new grammar rules. Teacher and learner beliefs about the importance of grammatical knowledge for improving speaking, writing, listening, and reading skills were also very similar. Teachers and learners both believed that gaining grammatical knowledge was most important for improving their writing skills, followed by speaking, reading, and listening.³ Table 15 shows an overview of similarities and differences in teacher and learner beliefs about grammatical accuracy.

³ See Table 3 (Learners) and Table 9 (Teachers) for absolute numbers and percentages on teacher and learner beliefs about the importance of grammatical accuracy for L2 learning.

Learner/Teacher Item	Beginning-level L2 Learners	L2 Language Teachers
19./13. Rules vs. Vocabulary	.56 (.79)	.68 (.64)
26./20. Accuracy vs. Communication	.56 (.50)	.95 (.22)
27./21. Improve Writing	2.75 (.70)	2.75 (.43)
27./21. Improve Speaking	2.41 (.66)	2.25 (.70)
27./21. Improve Reading	2.38 (.64)	2.15 (.65)
27./21. Improve Listening	2.25 (.70)	1.90 (.83)

Note: Total numbers for tables 15-19 vary from item to item. See tables 2-14 for exact total numbers.

Table 15: Similarities and differences in teacher and learner beliefs about grammatical accuracy

Differences and similarities in teacher and learner beliefs about language competence

Language teachers seemed to be confident in their abilities to both speak and write the L2 compared to L2 learners. Learners, however, seemed to be more confident in their writing abilities than in their speaking abilities. Most teachers as well as learners rated their knowledge of English grammar as high. Additionally, most teachers (80%) and learners (87%) reported believing that some learners are naturally better at understanding grammar rules than others.

Learner/ Teacher Item	Beginning-level L2 Learners	L2 Language Teachers
18./12. English Grammar	2.40 (.65)	2.50 (.59)
20./14. Naturally Better	.13 (.33)	.20 (.40)
23./17. Rating L2 Speaking	1.65 (.67)	2.80 (.40)
24./18. Rating L2 Writing	1.93 (.64)	2.85 (.36)

Table 16: Similarities and differences in teachers' and learners' perceived language competences

Differences and similarities in teacher and learner beliefs about grammar instruction

Overall, teachers and learners alike found it important to teach and learn grammar rules in their language classrooms. However, learners seemed to find learning grammar rules much more important than their language teachers. The data suggests that 75% of all language teachers felt that their learners experienced difficulties learning grammatical aspects of the L2 while learners did not report having quite as difficult a time learning grammatical aspects of their L2. Only 36% of language learners indicated having difficulties with grammar. Additionally, much more than their teachers, learners seem to value having access to explicit grammar rules for their language learning. Another difference between teacher and learner beliefs emerged from a question regarding the type of instructional language used during grammar instruction. While most language instructors preferred using either English only or the L2 followed by English clarifications as their choice of instructional language during grammar instruction, learners' preferences for instructional language during grammar instruction differed greatly. Most learners preferred their language teacher either to introduce a new grammar

topic in English first followed by clarifications in the L2 or to introduce the topic in the L2 first followed by English clarifications. Very few students preferred grammar instruction to be in the L2 only.

Regarding the question of whether learners enjoy studying grammar in their language classes, both teachers and learners responded with very similar answers. The results show that most learners enjoyed studying grammar in their L2 classes. Their teachers also seemed to think that their students enjoyed studying grammar. Additionally, teachers and learners rated the importance of grammar exercises as high. Many language teachers believed that their students had difficulty understanding the grammar rules learned in the L2 classroom. The results show that teacher and learner beliefs did not differ drastically when they were asked about the difficulty of understanding grammar rules learned in the L2 classroom.

Learner/Teacher Items	Beginning-level Learners	Language Teachers
16./10. Like Grammar Instruction	1.63 (.83)	2.47 (.68)
25./19. Students Enjoy Grammar Instruction	1.81 (.73)	1.68 (.57)
29./23. Helpfulness of Grammar Exercises	2.42 (.56)	2.35 (.48)
30./24. Importance of Grammar Rules	2.63 (.49)	2.25 (.62)
31./25. Difficulty of Grammar Rules	1.68 (.62)	1.68 (.46)

Table 17: Differences and similarities in teacher and learner beliefs about grammar instruction

Differences and similarities in teacher and learner beliefs about specific types of grammar instruction

Some of the larger differences in teacher and learner beliefs emerged from the data on beliefs about specific types of grammar instruction. Such great differences between teacher and learner beliefs can cause “misunderstanding and mistrust on the part of both teachers and learners” (Richards & Lockhart, 1994, p. 35) and, therefore, need to be taken into consideration when teaching an L2, developing curricula, creating pedagogical materials, or making administrative decisions that affect language learning departments as a whole.

Even though most language teachers (80%) reported having used inductive types of grammar exercises in their current language classes, very few learners (31%) reported encountering such grammar exercises in their L2 classroom. Teachers believed that inductive types of grammar exercises were difficult for their students. However, 60% of all learners reported finding inductive types of grammar exercises not difficult. All teachers reported enjoying teaching with inductive types of grammar exercises in their L2 classrooms, and they also believed their students enjoyed working with those types of exercises. However, not all learners shared that passion. About half of L2 learners (48%) reported disliking inductive types of grammar exercises.

Teacher and student beliefs about deductive types of grammar exercises differed as well. Learners seemed to value the usefulness of deductive grammar exercises more than language teachers. Despite the general consensus that deductive types of grammar

exercises were rather boring, language teachers seemed to find deductive types of grammar exercises more boring than the L2 learners.

To summarize, language teachers and their L2 learners alike believed inductive types of grammar exercises to be useful. They also believed deductive types of grammar exercises were not difficult. Teachers reported not enjoying teaching with deductive types of exercises, and both teachers and learners found deductive types of exercises less interesting than inductive types of exercises. See Table 18 for an extensive overview of the results on differences and similarities in teacher and learner beliefs about specific types of grammar instruction.

Learner/ Teacher Items	Beginning-level Learners	Language Teachers
32./27. Experience of Inductive Grammar Instruction	.69 (.46)	.20 (.40)
35./28. Difficulty with Inductive Grammar Instruction	1.81 (.66)	1.53 (.62)
36./29. Usefulness of Inductive Grammar Instruction	2.10 (.69)	2.50 (.50)
37./32. Enjoyment of Inductive Grammar Instruction	1.56 (.87)	2.25 (.43)
41./ 36. Difficulty of Deductive Grammar Instruction	1.21 (.58)	1.99 (.63)
40./35. Usefulness of Deductive Grammar Instruction	2.34 (.61)	1.85 (.73)
42./40. Enjoyment of Deductive Grammar Instruction	1.42 (.73)	1.40 (.73)

Table 18: Differences and similarities in teacher and learner beliefs about specific types of grammar instruction

Differences and similarities in teacher and learner beliefs about corrective feedback

Differences in teachers' and learners' beliefs about corrective feedback were considerable. Teachers were asked to report on their beliefs about corrective feedback during spoken and written exercises. Learners were also asked to report on their beliefs about being corrected during spoken and written exercises. 30% of all the teachers believed that their students' speaking should be corrected either when the grammar point was the focus of the lesson, when the error concerned past lessons (30%), or when the student could not make themselves understood (25%). Only 15% of teachers believed that all of their students' errors should be corrected during communicative activities. However, 44% of all learners reported believing that their language instructor should correct their spoken grammar errors at all times.

Teacher and learner beliefs about corrective feedback during writing exercises also differed. While 30% of teachers believed in correcting either all their students' written grammar errors or all the errors that concern past lessons, 74% of learners believed that their language instructor should correct all of their written grammar mistakes. Not only did the teachers disagree with each other on how and when to correct student grammar errors, their learners' beliefs about corrective grammar correction differed tremendously. Though there were some similarities in teacher and learner beliefs about corrective feedback, the differences in teacher and learner beliefs are clear. See Table 19 for an overview of differences and similarities in teacher and learner beliefs about corrective feedback.

Learner/Teacher Items	Beginning-level Learners	Language Teachers
44./43. Error Correction during Speaking		
At all times	44%	15%
Not comprehensible	29%	25%
Known information	24%	30%
Focus of unit/lesson	3%	30%
Never	0%	0%
45./44. Error Correction in Writing		
At all times	74%	45%
Not comprehensible	13%	15%
Known information	11%	40%
Focus of unit/lesson	2%	0%
Never	0%	0%

Table 19: Differences and similarities in teacher and learner beliefs about corrective feedback

This subchapter documented results on the differences and similarities in learner and teacher beliefs about the importance of grammatical accuracy, language competence, general and specific aspects of grammar instruction, and preferences for corrective feedback. The following subchapter answers research question 3, which investigates the differences in beliefs about different aspects of grammar instruction across a lower-division German language program sequence.

Differences in beliefs about grammar instruction across a lower-division German language program sequence

The following paragraphs report on data relevant to research question 3 and provide a nuanced understanding of learner beliefs about L2 grammar instruction,

learning grammar inside and outside the L2 classroom, grammatical accuracy for successful language learning and use, and the importance of corrective feedback across the lower-division sequence of the German language program at the University of Texas at Austin.

This section presents results regarding the beliefs of L2 learners of German on the importance of grammatical accuracy throughout the lower-division German sequence. I first introduce the results for all L2 learners of German and then report the results from first-semester L2 learners of German followed by second- and third-semester L2 learners of German. Each section including statements about distinctive attributes of that group, often with contrastive observations to the other groups of learners in this study.⁴

Research question 3 inquired about the differences in beliefs among L2 learners across a lower-division sequence of a German language program at the University of Texas at Austin. The lower-division sequence of the German language program consisted of a total of 211 L2 learners of German from first-, second-, and third-semester German language courses. Though the study design did not allow for longitudinal data collection, the results indicate noticeable changes in learner beliefs throughout the language learning sequence. The insights from this sequential analysis of learner beliefs about grammar instruction brings a nuanced understanding on changes in language learning beliefs.

At the time of the study, 97 of the 211 L2 learners of German were enrolled in the first-semester course, 50 were enrolled in the second-semester course, and 64 were

⁴ Refer to the discussion chapter of this dissertation for a more comprehensive discussion of the various learner groups.

enrolled in the third-semester course. Of the L2 learners of German, 55% identified as male, 44% identified as female, and 2% chose not to report their gender. The mean age of all L2 learners in this study was 21 years of age, and 47% of learners report having an overall GPA between 3.5 and 4.0 while 34.37% reported having a GPA between 3.0 and 3.49.

Differences in L2 learner beliefs about the importance of grammatical accuracy across the language program sequence

First-semester L2 learners of German

The results for item 19 among first-semester L2 learners of German showed that 56 out of 94 beginning-level learners of German (60%) rated learning new grammar rules as somewhat more or far more important for effective language learning than learning new vocabulary items while 38 learners (40%) of the same group rated learning new vocabulary items as somewhat more or far more important for effective language learning than learning new grammar rules. A mean of 1.63 (.74) for item 19 indicates that L2 learners of German rated the importance of learning new grammar rules as being more important for effective language learning than learning new vocabulary items.

Of first-semester learners of German in this study, 45 out of 94 learners (48%) indicated in item 26 that it was more important to be accurate while 49 learners (52%) indicated that being able to communicate in the L2 was more important than being accurate. Of the first-semester learners, 91 out of 92 learners (99%) reported in item 27 that knowing grammar was important or very important for improving their writing skills

while 91 out of 94 learners (97%) of the same learners indicated that grammatical knowledge was important or very important for improving their speaking skills. Of the learners, 84 out of 93 learners (90%) reported believing grammar to be important or very important for improving their reading skills, and 80 out of 93 learners (86%) thought that knowing grammar was important to improve their listening skills in German. For this four-point Likert scale item, L2 beginning-level learners of German reported on the importance of grammatical knowledge for improving their writing with a mean of 2.68 (.49), speaking ($M = 2.48$ [.56]), reading ($M = 2.32$ [.64]), and listening ($M = 2.27$ [.69]).

A substantial difference between the first-semester learners and all other groups of learners for this category was that more first-semester learners believed that learning grammar rules was more important than learning new vocabulary for effective language learning. Additionally, the goal of being able to use a foreign language with the highest degree of accuracy without too many grammatical mistakes was more important for first-semester learners compared to all other L2 learners of German in this study. First-semester learners also indicated grammar exercises as most helpful for their own learning compared to the other groups of L2 learners of German. Not only did first-semester students find grammar exercises most useful for their own learning, but they also found learning grammatical rules more important than did any other group of L2 learners of German in this study.

Second-semester L2 learners of German

More than half of second-semester L2 learners of German (26 out of 48 or 55%) indicated in item 19 that they believed learning new vocabulary was more or far more important for effective language learning while 23 learners (45%) of second-semester L2 learners of German believed in the importance of learning grammatical rules over learning new vocabulary items. The results of item 26 suggest that there were more second-semester L2 learners of German (30 out of 49 or 61%) who believed that being able to communicate on a wide range of topics despite frequent grammatical mistakes was more important than being able to use German with the highest possible degree of accuracy. Of second-semester L2 learners of German, 19 out of 49 learners (39%) chose the latter in item 26. Of second-semester L2 learners, 43 out of 49 learners (88%) reported, in item 27, that knowing grammar was important for improving their speaking abilities in the German language; 45 out of 48 learners (94%) believed knowing grammar to be important for their writing abilities in German; 38 out of 48 learners (75%) believed knowing grammar to be important for better German listening skills; and 41 out of 49 learners (84%) believed that knowing grammar was important for improving their reading skills in German.

Overall, the division between the goals of accuracy versus communication in item 26 was more prevalent for the second-semester L2 learners of German than for the first-semester learners. When compared to first-semester learners, more second-semester L2 learners of German seemed to value the ability to communicate in a wide range of topics

in the German language over being able to use the language with a high degree of accuracy.

Third-semester L2 learners of German

About half of third-semester L2 learners of German (32 out of 62 or 52%) indicated, in item 19, that they believed that learning new vocabulary items was more important for effective language learning than learning new grammar rules. The other half (30 learners or 48%), however, thought that learning new grammar rules was more important for effective language learning than learning new vocabulary items. In item 26, 40 out of 63 learners (63%) reported having the goal of being able to communicate on a wide range of topics despite frequent grammatical mistakes while 23 learners (37%) of the same group reported having the goal of being able to use the German language with the highest possible degree of accuracy. In item 27, 57 out of 63 learners (90%) reported believing that knowing grammar was important for improving their speaking skills in the German language, 62 out of 63 learners (98%) believed knowing grammar to be important for their writing skills in German, 47 out of 63 learners (75%) believed knowing grammar to be important for better listening skills, and 54 out of 63 third-semester L2 learners of German (86%) believed that knowing grammar was important for improving their reading skills in the German language.

In summary, third-semester L2 learners of German tended to believe that learning new vocabulary items was more important for effective language learning than did first-semester and second-semester L2 learners of German. Moreover, more third-semester L2

learners of German reported having the goal of being able to communicate on a wide range of topics despite frequent grammatical mistakes compared to first- and second-semester learners. Compared to all other groups of German learners in this study, more third-semester learners reported that knowing grammar was not important for improving their listening skills.

Item	First-semester German Learners	Second-semester German Learners	Third-semester German Learners
19. Rules vs. Vocabulary	.63 [.74] (n=94)	.54 [.87] (n=48)	.35 [.79] (n=62)
26. Accuracy vs. Communication	.52 [.50] (n=94)	.61 [.49] (n=49)	.63 [.48] (n=63)
27. Improve Writing	2.68 [.49] (n=92)	2.56 [.67] (n=48)	2.63 [.51] (n=63)
27. Improve Speaking	2.48 [.56] (n=94)	2.29 [.73] (n=49)	2.32 [.64] (n=63)
27. Improve Reading	2.32 [.64] (n=93)	2.10 [.82] (n=49)	2.21 [.67] (n=63)
27. Improve Listening	2.27 [.69] (n=93)	2.10 [.82] (n=48)	2.06 [.75] (n=63)

Table 20: Differences in L2 learner beliefs about the importance of grammatical accuracy across the language program sequence

Comparing the means of first-, second-, and third-semester L2 learners shows a progression towards communicative goals and away from accuracy goals. More than half of all first-semester learners reported having a goal of being as accurate as possible in the L2. In comparison, second- and third-semester learners tend to report having more communicative goals for their L2 learning.

The results show another progression from a preference toward accuracy-oriented goals to a preference toward communication-oriented goals—when learners were asked about the importance of having grammatical knowledge to improve speaking, writing,

listening, and reading skills in the L2. Here, the first-semester learners, more so than second-semester students, believed that having grammatical knowledge was important to improve these skills. Many third-semester students reported believing that knowing grammar was not as important to improve language skills.

The results also show a shift in student beliefs about the importance of learning new grammar rules compared to learning new vocabulary items. Many first-semester L2 learners reported believing that it was more important to learn new grammar rules than to learn new vocabulary items. More than half of second-semester learners reported believing that learning new grammar rules was more important for effective language learning while half of third-semester learners believed that learning new vocabulary was more important for effective language learning than learning new grammar rules. Figure 1 provides a visual representation (in the form of a scatter plot with a linear trend line) of the differences in means in L2 learner beliefs about learning new grammatical rules versus learning new vocabulary items.

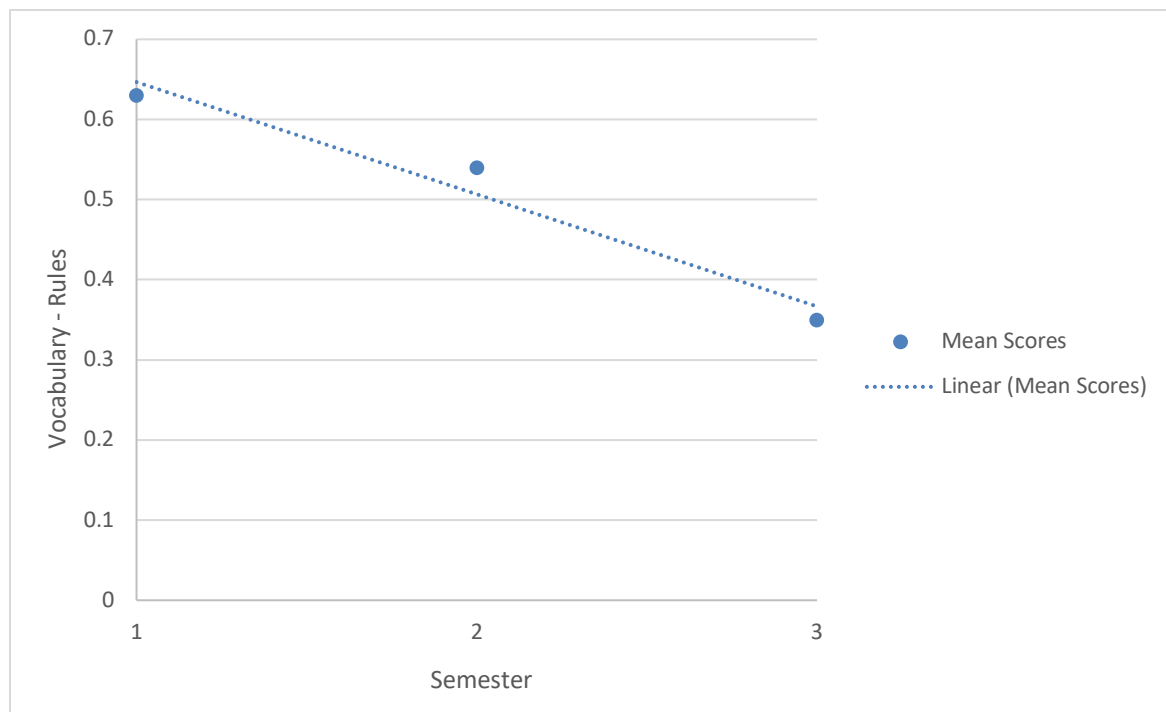


Figure 1: Differences in means of L2 learner beliefs about the importance of learning new grammatical rules versus learning new vocabulary items (Item 19).

Overall, the first-semester learners showed more accuracy-based learning goals compared to the other learner groups while the second- and third-semester learners appeared to have more communicative language learning goals. The importance of learning new grammar rules also decreased while the importance of learning new vocabulary items increased across the language program sequence.

This development from accuracy-based beliefs to communicative-based beliefs in learners can be directly linked to the data on language learning beliefs of L2 teachers. L2 teachers believed that their students need to be oriented towards communication rather than towards accuracy. The data also yielded results that showed differences in beliefs between the groups of language learners, which justifies the claim that L2 learners with

more language learning experience have beliefs that align more closely to that of the L2 teachers.

Differences in L2 learner beliefs about language competence across the language program sequence

This section presents results regarding the perceived language competencies of L2 learners of German throughout the lower-division German sequence. The section first introduces results for first-semester L2 learners of German followed by second-semester and third-semester learners. Each section includes culminating statements about distinctive attributes of that group, often including contrastive observations to the other groups of learners in the study.

First-semester L2 learners of German

Item 18 asked first-semester learners of German to rate their knowledge of English grammar on a four-point Likert scale. Most L2 learners of German rated themselves fairly highly, indicating that they knew English grammar well (40 out of 95 or 42%) or very well (48 out of 95 or 51%). Most L2 first-semester learners of German reported believing that some students are better at understanding grammar than others. Overall, 80 out of 94 learners (85%) of all students answered “yes” in item 20, indicating their opinion that some students are naturally better in understanding grammar than others. Only 14 learners (15%) of the same group did not think that this was true. For item 23, 60 out of 94 first-semester learners of German (64%) indicated having good or excellent speaking abilities compared to their classmates while, in item 24, 77 out of 94

learners (82%) reported having good or excellent writing abilities compared to their classmates.

Compared to the other learner groups in this study, more first-semester learners disagreed with the statement that some students are naturally better at learning new grammar rules than others. Additionally, first-semester learners rated their ability to speak and write as lower than did second- and third-semester learners.

Second-semester L2 learners of German

Most second-semester L2 learners of German (48 out of 50 or 96%) were very confident about their knowledge of English grammar (item 18), and 47 out of 49 second-semester learners (96%) believed that some students are naturally better at understanding grammar than others. The results for item 23 showed that 31 out of 49 second-semester learners (63%) rated their speaking skills as high, and, in item 24, 38 out of 49 learner (77%) of the same group rated their writing skills as high in comparison to their classmates. Second-semester L2 learners of German seemed to find German grammar more difficult compared to first-semester learners and less difficult compared to third-semester students. In addition to being most confident about their English grammar knowledge, second-semester students also showed higher confidence levels in their speaking and writing abilities compared to all other learner groups in this study.

Third-semester L2 learners of German

Of third-semester L2 learners, 55 out of 64 learners (86%) rated their knowledge of English grammar as high in item 18, and, in item 20, 56 out of 62 of the same group of learners (90%) reported believing that some students are naturally better at understanding grammar than others. The results of items 23 and 24 showed that 43 out of 63 third-semester L2 learners of German (68%) rated their ability to speak German accurately as high while 53 out of 63 learners (84%) rated their ability to write German accurately as high.

To sum up, third-semester learners of German were more confident in their speaking abilities than the other learners of German in this study. As observed in all other groups of German learners, third-semester L2 learners of German rated their ability to write more highly than their ability to speak German accurately when compared to their classmates.

Item	First-semester German Learners	Second-semester German Learners	Third-semester German Learners
18. English Grammar	2.33 [.67] (n=95)	2.46 [.57] (n=50)	2.34 [.71] (n=64)
20. Naturally Better	.12 [.36] (n=94)	.04 [.36] (n=49)	.10 [.30] (n=62)
23. Rating L2 Speaking	1.64 [.56] (n=94)	1.69 [.76] (n=49)	1.71 [.59] (n=63)
24. Rating L2 Writing	1.88 [.56] (n=94)	1.98 [.71] (n=49)	1.85 [.59] (n=63)

Table 21: Differences in L2 learner beliefs about language competence across the language program sequence

While more first-semester learners of German reported not believing that some students are naturally better than others at understanding grammatical rules, more second-

and third-semester learners of German reported believing that some students are naturally better than others at understanding those rules. When asked about their abilities to speak or write in the L2, first-semester L2 learners of German were least confident about their speaking and writing skills. Confidence levels for both second- and third-semester learners were higher for speaking and writing in the L2. These results suggest that such language learning beliefs change with exposure to language learning. Experiences with language learning and grammar instruction seem to influence the way learners perceive aspects of language learning.

Differences in L2 learner beliefs about grammar instruction across the language program sequence

This section presents results regarding general perceptions towards grammar instruction of L2 learners of German throughout the lower-division German sequence. The section first introduces the results of first-semester L2 learners of German followed by those of second-semester and third-semester learners. Each section concludes with contrastive statements and general observations about the characteristics of these results.

First-semester L2 learners of German

In item 16, 57 out of 95 beginning-level learners of German (60%) indicated that they liked studying German grammar outside the L2 classroom while 38 learners (40%) reported that they did not like studying German grammar outside the L2 classroom. The mean for item 16 was the highest among all L2 learners. Item 25 showed a similar

development: 68 out of 94 learners of German (72%) reported enjoying studying grammar in the L2 classroom. Again, the mean for this item was highest among all L2 learners in this study. The results of items 29 and 30 showed that 91 out of 94 L2 learners of German (97%) found grammar exercises helpful for their own learning and that all 94 learners of German found learning grammar rules in their German class important or very important. Item 31 revealed that 52 out of 94 of these learners (56%) reported having difficulties understanding grammar rules in German class. The results for item 49 showed that 47% of all learners of German prefer grammar instruction to take place in German first, followed by English, while 43% indicated a preference for being taught grammar in English first, followed by instruction in German; 10% of German learners preferred the instructional language to be English only, and no learners of German indicated a preference for grammar instruction to be in German only.

In sum, first-semester learners seemed to enjoy studying grammar in their German class more than any other group of German learners in this study. Also, more first-semester learners found grammar exercises helpful for their own learning of German. Additionally, they found learning grammatical rules in their German class more important in comparison to all other groups of learners.

Second-semester L2 learners of German

In item 16, 29 out of 50 second-semester L2 learners of German (58%) indicated that they liked studying grammar outside of class while 33 out of 49 learners (68%) of the same group indicated, in item 25, that they enjoyed studying grammar in their current

German language class. Of second-semester learners, 21 learners (42%) indicated that they did not like studying grammar, and 16 learners (32%) indicated that they did not enjoy studying grammar in their current German language class. Most second-semester learners (46 out of 48 or 96%) reported in item 29 that they found grammar exercises helpful for their own learning of German, and 47 out of 48 learners (98%) found it important to learn grammar rules in their German class. Item 31 showed that 27 out of 48 second-semester learners (56%) rated the difficulty of understanding grammar rules learned in their German class to be difficult while 21 learners (44%) did not find it difficult. As for the instructional language used during grammar explanations in their German class, 43% of second-semester L2 learners indicated preferring their language instructor to first introduce the new grammar point in German, followed by English explanations; 43% of learners indicated preferring their language instructor introduce the new grammar point in English, followed by German explanations or examples; and 15% of second-semester learners indicated preferring their language instructor to exclusively use English to explain grammar points in their German classroom.

Third-semester L2 learners of German

Most third-semester L2 learners of German (45 out of 64 or 71%) expressed, in item 16, that they liked studying grammar while 43 out of 63 learners (68%) of the same group indicated, in item 25, that they enjoyed studying grammar in their German language class. In item 29, not only did almost all third-semester learners (62 out of 63) report grammar exercises being helpful for their learning but they also indicated the

importance of learning grammatical rules in their German class (62 out of 63). Like all other groups of German learners, about half of third-semester L2 learners of German (33 out of 63 or 53%) rated the difficulty of understanding German grammar rules learned in class as difficult while 30 out of 63 learners (47%) rated understanding German grammar rules as not difficult (item 31). As to instructional language during grammar instruction, 41% of third-semester learners preferred their language instructor to use German first followed by English while another 41% preferred English being used first followed by German. Only 17% of third-semester L2 learners of German reported preferring their language instructor to only use English during grammar instruction in their German language classroom.

The results for the third-semester L2 learners of German in this study showed that, when compared to first- and second-semester students, this group of students dislike studying grammar in their German language classroom the most. Though almost all third-semester L2 learners of German found grammar exercises being helpful for their learning, the overall mean for item 29 showed that more first- and second-semester learners found grammar exercises helpful for their learning compared to third-semester learners. Even though most learners of this group preferred to be taught grammar either in German and then in English or vice versa, more third-semester students preferred being taught German grammar in English than first- and second-semester students. See Table 22 for an overview of differences in L2 learner beliefs about grammar instruction across the German language program sequence.

Items	First-semester German Learners	Second-semester German Learners	Third-semester German Learners
16. Like Studying Grammar	1.75 [.83] (n=95)	1.60 [.87] (n=50)	1.50 [.74] (n=64)
25. Enjoy Grammar Instruction	1.96 [.80] (n=94)	1.88 [.87] (n=49)	1.75 [.77] (n=63)
29. Helpfulness of Grammar Exercises	2.47 [.56] (n=94)	2.44 [.57] (n=48)	2.25 [.54] (n=63)
30. Importance of Grammar Rules	2.54 [.54] (n=94)	2.57 [.53] (n=48)	2.55 [.59] (n=63)
31. Difficulty of Grammar Rules	1.59 [.59] (n=94)	1.58 [.61] (n=48)	1.56 [.61] (n=63)

Table 22: Differences in L2 learner beliefs about grammar instruction across the language program sequence

Though most L2 learners of German indicated finding grammar exercises important and useful for their language learning, the data at hand also reveals differences between the three groups of learners regarding beliefs about grammar instruction in general.

First-semester L2 learners of German seemed to enjoy the use of various grammar activities, including inductive and deductive types of grammar exercises, in their German language classes the most ($M = 1.96$). Second-semester L2 learners of German did not seem to enjoy such grammar exercises as much as the first-semester learners ($M = 1.88$) while third-semester L2 learners of German reported finding the use of grammar exercises to be least enjoyable ($M = 1.75$). Figure 2 shows the differences in means of L2 learners of German for item 16. The trend line shows a decrease in student enjoyment of studying grammar with language learning experience.

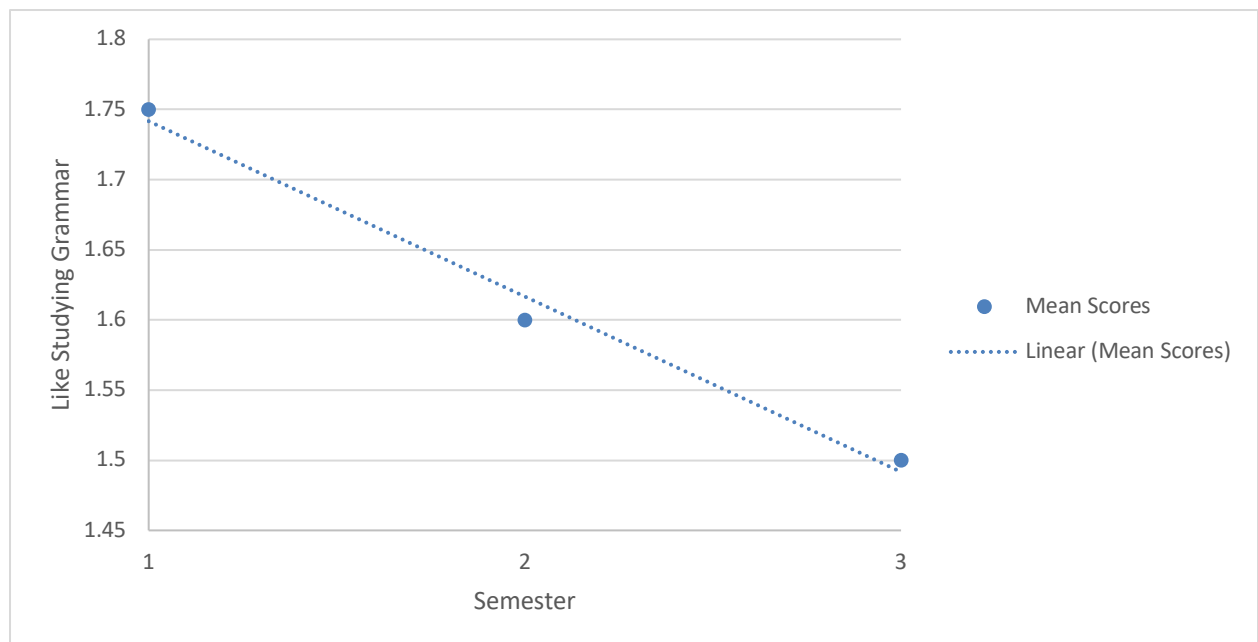


Figure 2: Differences in L2 learners of German beliefs about the enjoyment of studying grammar

The data also showed similar developments regarding the helpfulness of grammar exercises and the importance of learning grammar rules in the German language classroom. Again, first-semester L2 learners of German seemed to find grammar exercises more helpful for their own learning of German compared to second- and third-semester L2 learners of German. In addition, more first-semester L2 learners of German found it important to learn grammar rules in their German language class compared to second- and third-semester L2 learners of German. Additionally, L2 learner beliefs about the difficulty of understanding grammar rules seemed to change during the language learning sequence. Beginning-level L2 learners of German reported higher difficulty levels in understanding grammar in their L2 classes than second- and third-semester learners.

In summary, the data suggests that, even though L2 learners seem to value grammar instruction in their L2 classroom, their desire and inclination toward grammar rules in a mainly communicative-based language learning environment decreases with language learning experience.

Differences in L2 learner beliefs about specific types of grammar instruction across the language program sequence

First-semester L2 learners of German

In item 32, 67 out of 94 first-semester learners of German (71%) indicated having never experienced inductive types of exercises while only 27 learners (29%) reported having experienced some form of inductive grammar instruction in which they were asked to figure out a grammar rule on their own. Out of all 27 first-semester learners of German that reported having experienced inductive types of exercises, 17 learners (63%) found those to be difficult (item 35), and 23 out of 26 learners (88%) found them to be useful (item 36). In item 37, 15 out of 26 learners (58%) reported that they liked inductive types of exercises where they were asked to figure out grammar rules on their own. In item 40, 86 out of 93 of all first-semester learners of German (92%) rated deductive types of exercises as useful while, in item 41, 74 out of 93 learners (80%) rated such exercises as not difficult. The results of item 42 showed that 47 out of 93 of all first-semester learners of German (51%) found deductive types of exercises not interesting while 46 learners (49%) of the same group of learners rated these types of exercises as interesting.

Compared to second- and third-semester learners, first-semester learners of German reported finding inductive types of exercises most difficult but also most useful, considering the learning process involved in figuring out grammatical rules on their own. In addition, first-semester L2 learners of German tended to find deductive types of exercises more boring than second- or third-semester learners of German did.

Second-semester L2 learners of German

The results of item 32 revealed that 39 out of 48 of second-semester learners of German (81%) never experienced inductive types of exercises in their language classroom. Only 9 learners (19%) of all surveyed second-semester L2 learners of German reported having experienced inductive types of exercises in their German language classroom. Out of the 9 second-semester learners that experienced inductive types of exercises, 6 learners (67%) reported these exercises as being not difficult while 3 learners (33%) reported them as being difficult (item 35). In addition, out of these 9 second-semester learners, 7 learners (78%) found inductive types of exercises useful while 2 learners (22%) found them not useful in item 36. Item 40 showed that 44 out of 47 of all second-semester learners of German (94%) indicated finding deductive types of exercises useful for their language learning. Not only did second-semester learners find these types of exercises useful, most of them (38 out of 47 or 81%) found them easy to master (item 41). However, in item 42, only 21 out of 47 of second-semester learners of German (44%) indicated finding deductive types of exercises interesting while 26 learners (66%) found them to be less interesting.

In sum, the second-semester learners were the largest group out of all German learner groups to have never experienced inductive types of exercises in their language classroom. More second-semester learners reported inductive types of exercises as being useless for their learning process while reporting the usefulness of deductive types of exercises as high compared to all other groups of learners of German in this study. More second-semester learners reported finding deductive types of exercises boring compared to the first- and third-semester L2 learners of German.

Third-semester L2 learners of German

The majority of third-semester L2 learners of German (42 out of 63 or 67%) reported, in item 32, to have never experienced inductive grammar instruction in their German language class. Only 21 third-semester learners (33%) indicated having experienced inductive types of grammar exercises. Out of these 21 third-semester learners that reported having experienced inductive grammar instruction, 14 learners (67%) reported, in item 35, not finding them very difficult. In addition to not finding inductive grammar exercises difficult, 19 third-semester L2 learners of German (91%) reported, in item 36, finding these types of exercises useful for their L2 learning process. The results of item 41 showed that 44 out of 63 third-semester L2 learners of German (73%) found deductive types of grammar exercises not very difficult while 59 learners (94%) found these types of exercises useful for their L2 learning (item 40), and 35 out of 63 third-semester L2 learners of German (55%) indicated, in item 42, not finding these types of exercises interesting.

Overall, third-semester learners seemed to have experienced more inductive types of grammar exercises in their language classroom than all other groups of German learners in this study. In addition, third-semester learners of German found inductive types of exercises easiest to master when compared to first- and second-semester learners of German. Not only did third-semester L2 learners find inductive types of exercises easier, but they also found them more useful than did first-semester learners of German. Among all learners of German, third-semester learners reported mastering deductive types of exercises to be most difficult while also finding these types of exercises less useful than all other groups. Furthermore, third-semester learners of German found deductive types of grammar exercises less interesting than first-semester learners.

Item	First-semester German Learners	Second-semester German Learners	Third-semester German Learners
32. Experience Inductive Grammar Instruction	.29 [.45] (n=94)	.19 (.39) (n=48)	.33 [.47] (n=63)
35. Difficulty of Inductive Grammar Instruction	1.63 [.73] (n=27)	1.56 (.83) (n=9)	1.38 [.58] (n=21)
36. Usefulness of Inductive Grammar Instruction	2.23 [.64] (n=26)	2.00 (.67) (n=9)	2.14 [.56] (n=21)
37. Enjoyment of Inductive Grammar Instruction	2.65 [.73] (n=26)	2.00 (.67) (n=9)	2.86 [.83] (n=21)
41. Difficulty of Deductive Grammar Instruction	1.16 [.47] (n=93)	1.13 (.57) (n=47)	1.22 [.58] (n=63)
40. Usefulness of Deductive Grammar Instruction	2.31 [.60] (n=93)	2.36 (.60) (n=47)	2.25 [.56] (n=63)
42. Enjoyment of Deductive Grammar Instruction	1.52 [.68] (n=93)	1.36 (.76) (n=47)	1.43 [.68] (n=63)

Table 23: Differences in L2 learner beliefs about specific types of grammar instruction across the language program sequence

The results also show differences in learner beliefs about inductive and deductive grammar instruction methods. While most students reported never having experienced inductive grammar instruction in their German classes in the past, those learners that did experience discovery-based language teaching with inductive types of grammar exercises had different beliefs and opinions about these types of exercises. It is assumed that all L2 learners of German experienced explicit grammar instruction with deductive types of exercises since they were explicitly used in their textbook and the online portion of the language courses.

First-semester L2 learners of German reported inductive types of grammar exercises to be difficult but useful while second- and third-semester learners tended to rate these exercises as less difficult and less useful for their learning process. Third-semester learners reported liking inductive types of grammar exercises more than first- and second-semester learners. This indicates that not only do more experienced language learners find inductive types of exercises to be easier to master but they also seem to find these types of grammar exercises more pleasant to learn with.

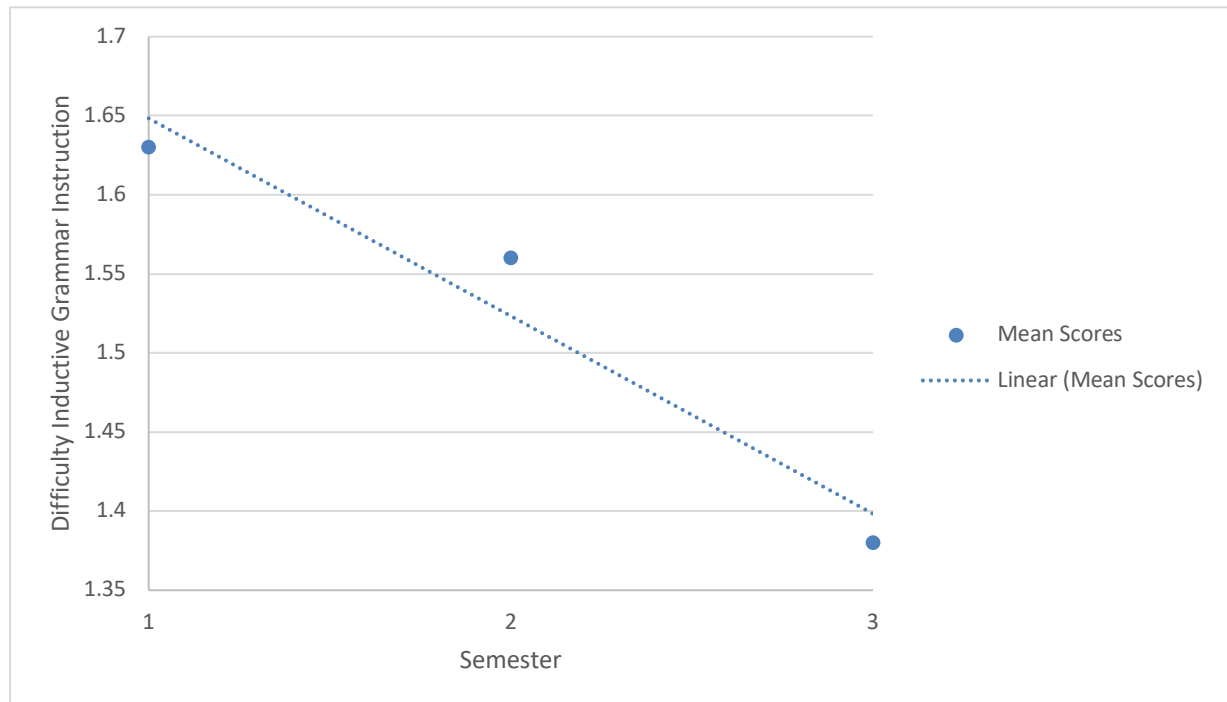


Figure 3: Differences in beliefs of L2 learners of German about the difficulty of inductive grammar instruction (item 35).

First-semester L2 learners of German reported deductive types of grammar exercises to be more interesting than did the other two groups of learners. Compared to

first- and third-semester L2 learners of German, second-semester L2 learners reported finding deductive types of grammar exercises to be most useful for their language learning. Third-semester learners rated the difficulty of these types of grammar exercises as most difficult. As striking as these results might seem, the reasons for such differences may be quite apparent. With grammar becoming more complicated throughout the language learning sequence, the exercises generally become more difficult.

Differences in L2 learner beliefs about corrective feedback across the language program sequence

First-semester L2 learners of German

Item 44 showed that 36 out of 93 of all first-semester learners of German (39%) in this study preferred their language teachers to correct all of their grammar errors during speaking; 30 learners (32%) of the same group of learners indicated preferring their language teacher to only correct grammar errors involving things they should already know; 24 learners (26%) prefer being corrected only when they cannot make themselves understood; and only 3 of all beginning-level learners of German (3%) in this study reported preferring being corrected when the grammar point was the focus of the current lesson. In item 45, 77 out of 93 of first-semester German learners (83%) in this study reported preferring all of their written grammatical mistakes to be corrected by their language teachers; 8 learners (9%) reported wanting their language teacher to correct only the errors in their writing that have been the focus of previous lessons; 6 learners (6%) preferred only those errors to be corrected that impede understanding; and

very few learners (2 learners of 2%) preferred their language teacher to correct only those errors in their writing that were related to a grammar point they are currently covering. None of the German learners in this study indicated preferring their written work not to be checked for grammatical errors.

Compared to second- and third-semester learners of German, more first-semester learners of German indicated preferring having all of their written grammatical mistakes corrected by their instructor while their preferences regarding corrective feedback during speaking were less extreme.

Second-semester L2 learners of German

The results of item 44 showed that 28 out of 47 second-semester L2 learners of German (60%) reported preferring having their language instructor correct all of their grammatical mistakes during speaking activities; 11 second-semester learners (23%) indicated preferring being corrected by their language instructor when they could not make themselves understood; 6 learners (13%) reported preferring to be corrected only when the grammar error was related to a particular aspect of linguistic knowledge that the student should already know. Only 2 second-semester L2 learners of German (4%) indicated preferring to be corrected by their language instructors only if the grammar point was the focus of the current lesson. In regard to having their written work corrected, most second-semester L2 learners of German (37 out of 47 learners or 79%) reported, in item 45, preferring their language instructor to correct all the grammatical mistakes in their writing, while only 4 learners (9%) reported preferring having all of the grammatical

errors corrected that make understanding their prose difficult. Even fewer second-semester learners of German (3 learners or 6%) reported preferring having only those grammatical mistakes corrected by their language instructor that were the focus of previous lessons while 3 second-semester learners (6%) indicated preferring having only those grammatical errors corrected that are related to a specific grammar point currently being covered in class.

In summary, almost every second-semester L2 learner of German surveyed in this study reported preferring to have all of their written grammatical mistakes corrected by their language instructor while a little more than half preferred having all of their grammatical mistakes corrected by their language instructor during speaking activities. Compared to first- and third-semester L2 learners of German, more second-semester learners of German preferred having all of their spoken grammar errors corrected by their language instructor.

Third-semester L2 learners of German

In item 44, 24 out of 63 third-semester L2 learners of German (38%) reported preferring having all of their spoken grammatical mistakes corrected by their language instructor while 21 learners (33%) of the same group indicated preferring their spoken grammar mistakes to be corrected only when they could not make themselves understood. Of these learners, 14 learners (22%) reported preferring being corrected on their spoken language when the error was on a grammatical topic that was covered in previous lessons, and only 4 learners (6%) indicated wanting to be corrected when the

grammar point was the focus of the current lesson. The results for item 45 showed that the majority of third-semester L2 learners of German (51 out of 63 learners or 81%) preferred having all of their written grammatical mistakes corrected by their language instructor. Of third-semester learners, 7 learners (11%) indicated that they preferred having only those grammar mistakes corrected that made understanding difficult. While 4 third-semester learners (6%) reported preferring only those written grammar errors to be corrected that were the focus of previous lessons, only 1 learner (2%) indicated preferring having only those written grammatical errors corrected that were related to subject matter currently being covered.

In sum, most third-semester L2 learners of German indicated preferring having all their written grammar mistakes corrected by their language instructors while their preferences for having their spoken grammar mistakes corrected varied considerably.

Items	First-semester German Learners (n= 93)	Second-semester German Learners (n = 50)	Third-semester German Learners (n = 63)
44. Error Correction (Speaking)			
At all times	39% (n=36)	60% (n=28)	38% (n=24)
When not comprehensible	26% (n=24)	23% (n=11)	33% (n=21)
When known information	32% (n=30)	13% (n=6)	22% (n=14)
When focus of unit/lesson	3% (n=3)	4% (n=2)	6% (n=4)
Never	0% (n=0)	0% (n=0)	0% (n=0)
45. Error Correction (Writing)			
At all times	83% (n=77)	79% (n=37)	81% (n=51)
When not comprehensible	6% (n=6)	9% (n=4)	11% (n=7)
When known information	9% (n=8)	6% (n=3)	6% (n=4)
When focus of unit/lesson	2% (n=2)	6% (n=3)	2% (n=1)
Never	0% (n=0)	0% (n=0)	0% (n=0)

Table 24: Differences in L2 learner beliefs about corrective feedback across the language program sequence

The data on L2 learners' beliefs about corrective feedback showed the fewest observable differences of all the data in this study. However, compared to first- and third-semester L2 learners of German, more second-semester L2 learners of German reported preferring their instructor to correct all of their spoken grammatical mistakes.

This subchapter has documented and briefly discussed the study's results regarding differences in beliefs about grammar instruction across a lower-division sequence of a German language program. The final subchapter of the main results chapter

answers research question 4, examining the differences in beliefs about various aspects of grammar instruction across three different languages taught at an R1 university.

Differences in beliefs about grammar instruction across various languages

The fourth and final research question inquired about differences in beliefs about grammar instruction across a variety of languages. Data from first-semester German, Russian, and Spanish language classes was analyzed and compared. Once again and for reasons of clarity, the discussion of these results is categorized in the same fashion throughout this dissertation.

Differences in beliefs about grammatical accuracy across various languages

Beginning-level learners of German

The results for item 19 showed that 56 out of 94 beginning-level learners of German (60%) rated learning new grammar rules as more important for effective language learning than learning new vocabulary items while 38 learners (40%) of the same group of learners rated learning new vocabulary items as more important for effective language learning than learning new grammar rules. A mean of 1.63 (.74) for item 19 indicates that L2 learners of German rated the importance of learning new grammar rules for effective language learning more highly than that of learning new vocabulary. In item 26, 45 out of 94 beginning-level learners of German (48%) indicated that it was more important to be accurate while 49 learners (52%) indicated that being able to communicate in the L2 was more important than being accurate. 91 out of 94

beginning-level learners of German (99%) in this study reported that knowing grammar was important for improving their writing skills while 91 out of 94 learners (97%) indicated that grammatical knowledge was important for improving their speaking skills; 84 out of 93 learners (90%) reported knowing grammar as being important for improving their reading skills, and 80 out of 93 learners (86%) thought that knowing grammar was more important for improving their listening skills in German. For this four-point Likert scale item, L2 beginning-level learners of German reported on the importance of grammatical knowledge for improving their writing with a mean of 2.68 (.49), speaking ($M = 2.48$ [.56]), reading ($M = 2.32$ [.64]), and listening ($M = 2.27$ [.69]).

Beginning-level learners of Russian

The results for item 19 for learners of Russian showed more of an equal distribution than those for the other languages in the study. Of all 65 L2 learners of Russian, 34 learners (52%) rated knowing vocabulary as the most important aspect of effective language learning while 31 learners (48%) rated grammar as most important for effective language learning. In item 26, 36 out of 67 L2 learners of Russian (54%) indicated that it was more important to be accurate while 31 L2 learners of Russian (46%) indicated that being able to communicate in the L2 was more important than being accurate in the L2. Of the learners, 66 out of 67 learners (99%) reported that knowing grammar was important for improving their writing skills in Russian; 63 out of 67 learners (94%) reported that grammatical knowledge was important for improving their reading skills; 59 out of 67 learners (88%) reported that knowing grammar was important

for improving their speaking skills; and 58 out of 67 (87%) indicated that it was important for improving their listening skills. For the speaking, writing, listening, and reading items, L2 learners of Russian reported on the importance of knowing grammar for improving their writing with a mean of 2.76 (.46), reading ($M = 2.48$ [.61]), speaking ($M = 2.43$ [.70]), and listening ($M = 2.28$ [.46]).

Beginning-level learners of Spanish

Item 19 revealed that 31 out of 76 L2 learners of Spanish (41%) rated learning new vocabulary items as being more important for effective language learning than learning new grammar rules while 45 learners (59%) rated learning new grammar rules as being more important for effective language learning than learning new vocabulary items. Of 76 L2 learners of Spanish, 22 learners (29%) indicated on a two-point Likert scale that it was more important to be accurate while 54 learners (71%) indicated that being able to communicate in the L2 was more important than being accurate in the L2. The overall mean for item 26 for the L2 learners of Spanish in this study was .71 (.45). All 77 learners of Spanish indicated that knowing grammar was important or very important for improving their writing skills; 69 out of 77 learners (90%) reported knowing grammar as being important for improving their reading skills; 69 out of 78 learners (88%) reported it as being important for their speaking skills; and 62 out of 77 learners (87%) indicated that knowing grammar was important or very important for improving their listening skills. In item 27, L2 learners of Spanish reported on the importance of grammatical knowledge for improving their writing with a mean of 2.69 (.46), reading ($M = 2.39$

[.67]), speaking ($M = 2.33$ [.67]), and listening ($M = 2.22$ [.75]). For an overview of the results from the importance of the grammatical accuracy category for L2 learners of German, Russian, and Spanish, see Table 25.

Items	Learners of German	Learners of Spanish	Learners of Russian
19. Rules vs. Vocabulary	.63 [.74] (n=94)	.57 [.82] (n=76)	.49 [.77] (n=65)
26. Accuracy vs. Communication	.57 [.50] (n=94)	.71 [.45] (n=76)	.46 [.50] (n=67)
27. Improve Writing	2.68 [.49] (n=92)	2.69 [.46] (n=77)	2.76 [.46] (n=67)
27. Improve Speaking	2.48 [.56] (n=94)	2.33 [.67] (n=78)	2.43 [.70] (n=67)
27. Improve Reading	2.32 [.64] (n=93)	2.39 [.67] (n=77)	2.48 [.61] (n=67)
27. Improve Listening	2.27 [.69] (n=93)	2.22 [.75] (n=77)	2.28 [.46] (n=67)

Table 25: Beliefs of L2 beginning-level learners of German, Russian, and Spanish about the importance of grammatical accuracy

Out of all first-semester learners in this study, L2 learners of Spanish seemed to have the most communicative, rather than accuracy-based, goals for their language learning. L2 learners of Russian seemed to have more accuracy-based language learning goals while L2 learners of German represented both sides of the spectrum evenly. The one-way ANOVA determined that the differences in means between the three groups of learners (L2 learners of German, Spanish, and Russian) were statistically significant, with a p-value below the significance level of $\alpha = 0.05$. Therefore, the null hypothesis (all means are equal) can be rejected. See Table 26 in the appendix for an overview of the ANOVA for item 26 for the beginning-level L2 learner groups.

While L2 learners of Russian seemed to equally value learning new vocabulary and learning new grammar rules, more L2 learners of German and Spanish reported believing that learning new grammar rules was more important than learning new vocabulary. These results are striking, since they contradict the language learning goals of two of the groups of L2 learners mentioned above. Even though many L2 learners of Spanish and German have communicative language learning goals, many learners find learning new grammar rules more important than learning new vocabulary items. However, the data also showed that most beginning-level learners tend to value being accurate over being able to communicate on a range of topics.

Differences in beliefs about language competence across various languages

Beginning-level L2 learners of German

Item 18 asked beginning-level learners of German to rate their knowledge of English grammar on a four-point Likert scale. Most L2 learners of German rated themselves high, indicating that they knew English grammar well (48 out of 95 learners or 51%) or very well (40 out of 95 learners or 42%). Most L2 learners of German reported believing that some students are better at understanding grammar than others. Overall, 80 out of 94 learners (85%) chose to answer “yes” in item 20, believing that some students are naturally better at understanding grammar than others. Only 14 learners (15%) of the same group of students did not think that this was true. For item 23, 60 out of 94 beginning-level learners of German (64%) indicated having good or

excellent speaking abilities compared to their classmates while, for item 24, 77 out of 94 learners (82%) reported having good or excellent writing abilities when compared to their classmates.

Beginning-level L2 learners of Russian

Out of all language learners in this study, beginning-level learners of Russian rated their English grammar knowledge most highly. Learners of Russian reported knowing English grammar well (19 out of 66 learners or 29%) or very well (41 out of 66 learners or 62%). Most L2 learners of Russian reported believing that some students are better at understanding grammar than others. Of all L2 learners of Russian, 57 out of 67 learners (85%) believed that some students are naturally better at understanding grammar compared to others while 10 learners (15%) did not. The results for item 23 show that 42 out of 67 beginning-level learners of Russian (62%) indicated having good or excellent speaking abilities while 25 learners (38%) indicated being able to speak poorly or somewhat poorly compared to their classmates. For item 24, 52 out of 67 learners of Russian (78%) reported having good or excellent writing abilities compared to their classmates while 15 learners (22%) reported having poor or somewhat poor writing abilities.

Beginning-level learners of Spanish

Most beginning-level learners of Spanish indicated knowing English grammar well (43 out of 80 learners or 54%) or very well (33 out of 80 learners or 41%) for item

18. The results for item 20 showed that a very large number of L2 learners of Spanish also reported believing that some students are better at understanding grammar than others; 71 out of 77 L2 learners of Spanish (92%) believed this while only 6 learners (8%) disagreed. The number of L2 learners of Spanish who reported believing that some students are better at understanding grammar than others was the highest among all L2 learners in this study. For item 23, 47 out of 78 learners (60%) indicated having good or excellent speaking abilities while 31 learners (40%) indicated that they spoke poorly or somewhat poorly compared to their classmates ($M = 2.68 [.69]$). The results of item 24 showed that 68 out of 78 L2 learners of Spanish (87%) indicated having good or excellent writing abilities while only 10 learners (12%) reported having poor or somewhat poor writing abilities compared to their classmates. The mean for L2 learners of Spanish for item 24 was the highest among all L2 learner groups.

Item	Learners of German	Learners of Spanish	Learners of Russian
18. English Grammar	2.33 [.67] (n=95)	2.36 [.58] (n=80)	2.53 [.66] (n=66)
20. Naturally Better	.12 [.36] (n=94)	.08 [.27] (n=78)	.15 [.36] (n=67)
23. Rating L2 Speaking	1.64 [.56] (n=94)	1.68 [.69] (n=77)	1.63 [.73] (n=67)
24. Rating L2 Writing	1.88 [.56] (n=94)	2.04 [.59] (n=77)	1.88 [.74] (n=67)

Table 27: Beliefs of beginning-level L2 learners of German, Russian, and Spanish about language competence

L2 learners of Russian reported being most confident in their knowledge of English grammar while more L2 learners of Spanish rated their abilities to write in the L2 highest compared to the other groups of L2 learners. In comparison to L2 learners of

German and Russian, more L2 learners of Spanish believed that some students are naturally better at understanding grammar rules than others.

Differences in beliefs about grammar instruction across various languages

Beginning-level learners of German

In item 16, 57 out of 95 beginning-level learners of German (60%) indicated that they like studying German grammar outside the L2 classroom while 38 learners (40%) reported that they did not like studying German grammar. Item 25 showed a very similar development. Of learners of German, 68 out of 94 learners (72%) reported enjoying studying grammar in the L2 classroom. The results of items 29 and 30 showed that 91 out of 94 L2 learners of German (97%) found grammar exercises helpful for their own learning and that all 94 learners of German found learning grammar rules in their German class to be important or very important. Item 31 revealed that 52 out of 94 learners (56%) reported having difficulties understanding grammar rules in German class. The results for item 49 showed that 44 out of 93 learners of German (47%) prefer grammar instruction to take place in the German language first, followed by English while 40 learners (43%) indicated a preference for being taught grammar in English first, followed by instruction in the German language. Of 93 German learners, 9 learners (10%) preferred the instructional language to be English only, and no learners of German indicated a preference for grammar instruction to be in German only. For an overview of the results for the general perception towards grammar instruction categories for beginning-level learners of German, see Table 26.

Beginning-level learners of Russian

In item 16, 39 out of 67 beginning-level learners of Russian (58%) indicated that they liked studying Russian grammar while 28 learners (42%) reported that they did not like studying Russian grammar. In item 25, 49 out of 67 beginning-level learners of Russian (73%) in this study reported that they enjoy studying grammar in their Russian class. The results of item 29 for learners of Russian were very similar to their German counterparts. A total of 65 out of 67 learners of Russian (97%) reported grammar exercises to be helpful for their own learning of the Russian language. Learners of Russian rated the importance of learning grammar rules in their Russian class higher than all other L2 learners in this study. In item 30, all 67 learners of Russian in this study rated the importance of learning grammar rules in Russian class as important (15 learners or 22%) or very important (52 learners or 78%). In addition to the importance of grammar rules in the L2 classroom, 53 out of 67 learners of Russian (79%) rated the difficulty of understanding Russian grammar rules learned in class as difficult or very difficult (item 31). The mean score for item 30 was the highest among all L2 learners in this study. Russian learners' language preferences towards grammar instruction in item 49 differed tremendously compared to their German and Spanish counterparts: 37 out of 66 learners of Russian (56%) preferred being taught grammar in English first and then in Russian; 16 learners (24%) of the same group preferred being taught in English only; 12 learners (18%) preferred Russian as the instructional language followed by explanations in English; and only 1 learner of Russian (2%) wanted grammar instruction to be given in

Russian only. See 26 for an overview of the results indicating perceptions towards general grammar instruction for learners of Russian.

Beginning-level learners of Spanish

For item 16, 44 out of 80 learners of Spanish (55%) in this study reported that they like studying grammar while 36 learners (45%) did not like studying grammar. Item 25 revealed that 43 out of 78 learners of Spanish (55%) reported enjoying studying grammar in their Spanish classes while the rest of the group (35 learners or 45%) did not enjoy studying grammar in their Spanish classes. The mean for item 25 was the lowest among all L2 learners participating in this study. 75 out of 78 learners of Spanish (96%) found grammar exercises helpful for their learning; however, the mean for item 29 on the questionnaire was lower for learners of Spanish than for their German and Russian counterparts, meaning that learners of Spanish tended to select helpful (45 learners or 58%) rather than very helpful (30 learners or 38%). For item 30, almost all learners of Spanish (77 out of 78 learners or 99%) found studying grammar rules in Spanish class to be important (35 learners or 45%) or very important (42 learners or 54%). The mean for item 30 was, once again, lowest for learners of Spanish compared to learners of German or Russian. However, for item 31, the mean for learners of Spanish was almost equal to that of learners of German. This means that 47 out of 78 learners of Spanish (60%) find it difficult to understand the Spanish grammar rules taught in class while 31 learners (40%) did not find it difficult. The results of item 49 showed that 38 out of 77 learners of Spanish (49%) preferred the instructional language concerning grammar instruction to be

in Spanish first followed by English explanations while 29 learners (38%) preferred the instructional language to be English first followed by Spanish explanations. Of Spanish learners, 8 learners (10%) preferred English only, and 2 learners (3%) preferred Spanish only. For an overview of the results of the described items, see Table 28.

Item	Learners of German	Learners of Spanish	Learners of Russian
16. Studying Grammar	1.75 (.83) (n=95)	1.55 (.74) (n=80)	1.55 (.85) (n=67)
25. Enjoy Grammar	1.96 (.80) (n=94)	1.59 (.69) (n=78)	1.87 (.67) (n=67)
29. Helpfulness of Grammar Exercises	2.47 (.56) (n=94)	2.35 (.55) (n=78)	2.48 (.56) (n=67)
30. Importance of Grammar Rules	2.61 (.49) (n=94)	2.53 (.52) (n=78)	2.78 (.42) (n=67)
31. Difficulty of Grammar Rules	1.59 (.59) (n=94)	1.60 (.67) (n=78)	1.91 (.57) (n=67)

Table 28: Receptivity towards grammar instruction of L2 beginning-level learners of German, Russian, and Spanish

Overall, more L2 learners reported enjoying learning and studying grammar than not. However, L2 learners of German reported liking studying grammar generally and learning about grammar in the L2 classroom more than L2 learners of Russian and Spanish did. L2 learners of Spanish generally reported being less enthusiastic about grammar instruction compared to L2 learners of German or Russian. An ANOVA determined that there were significant differences between the means of the three independent groups. The p-value in Table 29 (Appendix 3) shows that the differences in means between all three groups of learners were statistically significant. Overall, L2 learners of German, Spanish, and Russian showed significant differences in their answers

when they were being asked about their levels of enjoyment towards studying grammar in their L2 classrooms. With a p-value below the significance level of $\alpha = 0.05$, the null hypothesis can be rejected. See Table 29 in Appendix 3 for an overview of the ANOVA for item 25 in the L2 learner questionnaire.

In addition to enjoyment of learning about and studying grammar, L2 learners of German and Russian alike not only found grammar exercises helpful for their own learning of the L2 but found grammar rules to be an important part of language instruction. L2 learners of Spanish, however, mostly did not find grammar exercises as helpful or as important for their overall language learning. The ANOVA for item 30 for beginning-level L2 learners determined statistically significant differences between the means of the three learner groups (Table 30 in Appendix 3).

These results are in line with the overall language goals of learners. L2 learners of Spanish seemed to like being able to communicate on a range of topics and, therefore, dislike grammar instruction while L2 learners of Russian seemed to have more accuracy-based goals and, thus, they seemed to enjoy grammar instruction more.

More L2 learners of Russian reported having difficulties understanding grammar rules compared to L2 learners of German or Spanish. This may be a result of a relatively grammar-heavy curriculum compared to the language curricula of the German and Spanish programs. A one-way ANOVA shows that the differences in means between the three groups for item 31 were statistically significant (Table 31 in Appendix 3).

Additionally, a large number of L2 learners of Russian reported preferring their language instructor to use English as the main instructional language during grammar

instruction. L2 learners of German and Spanish seemed to prefer a combination of L1 and L2 during grammar instruction. See Table 32 for an overview of the instructional language category for L2 beginning-level learners of German, Spanish, and Russian.

Item	Learners of German (n=93)	Learners of Spanish (n=77)	Learners of Russian (n=66)
49. Language of Instruction			
L1 then L2	43% (n=40)	38% (n=29)	56% (n=37)
L2 then L1	47% (n=44)	49% (n=38)	18% (n=12)
L1 only	10% (n=9)	10% (n=8)	24% (n=16)
L2 only	0% (n=0)	3% (n=2)	2% (n=1)

Table 32: L2 beginning-level learners of German, Spanish, and Russian preferred instructional language during L2 grammar instruction

Differences in beliefs about specific types of grammar instruction across various languages

Beginning-level learners of German

In item 32, 67 out of 94 beginning-level learners of German (71%) indicated never having experienced inductive types of exercises while only 27 learners (29%) had experienced some form of inductive grammar instruction where they were asked to figure out a grammar rule on their own. Out of all 27 beginning-level learners of German who reported having experienced inductive types of exercises, 17 learners (63%) found those to be difficult (item 35), and 23 out of 26 learners (88%) found them to be useful (item 36). In item 37, 15 out of 26 learners (58%) reported that they liked inductive types of exercises where they are asked to figure out grammar rules on their own. The means for

all three inductive-type items (items 35, 36, and 37) were most extreme among all L2 learners in this study. Beginning-level learners of German rated the difficulty of inductive types of exercises lowest. They also rated these types of exercises as most useful, and they enjoyed inductive types of exercises the most out of all L2 learners in this study. For item 40, 86 out of 93 beginning-level learners of German (92%) rated deductive types of exercises as useful while, in item 41, 74 out of 93 learners (80%) rated them as not difficult. The mean for item 41 was the lowest for that of all L2 learners in this study. The results of item 42 showed that 47 out of 93 beginning-level learners of German (51%) found deductive types of exercises not interesting while 46 learners (49%) found these types of exercises interesting. See Table 29 for an overview of the results relating to perceptions towards specific types of exercises for beginning-level learners of German.

Beginning-level learners of Russian

Item 32 revealed that 46 out of 67 beginning-level learners of Russian (69%) have never experienced inductive types of exercises where they had to figure out a grammar rule on their own. Only 21 learners of Russian (31%) experienced such exercises in their language class. In item 35, 16 out of those 20 learners (80%) that reported having experienced inductive types of exercises reported these exercises to be difficult. In item 36, 89% of the same learners indicated that these exercises were useful for their learning of Russian. Item 37 showed that 50% of the same learners reported liking inductive types of exercises while 50% indicated disliking such inductive exercises (10 out of 20 learners each). The results of item 40 revealed that 64 out of 67 learners of Russian (95%) found

deductive types of exercises useful while item 41 showed that 47 of the same 67 learners of Russian (70%) found these types of exercises not difficult. In item 42, 36 out of 67 learners of Russian (54%) in this study indicated that they did not find deductive types of exercises interesting while 31 learners (46%) find them to be interesting. See Table 29 for an overview of the results relating to perception towards specific types of exercises for beginning-level learners of Russian.

Beginning-level learners of Spanish

Similar to the other language groups in this study, many beginning-level learners of Spanish (53 out of 78 learners or 68%) indicated in item 32 that they have never experienced inductive types of exercises; however, this group of students had the lowest mean out of all learner groups in this study. In item 35, 19 out of 25 beginning-level learners of Spanish (76%) that indicated having experienced inductive grammar instruction, reported these types of exercises as being difficult. For item 36, 20 out of 25 learners (80%) reported inductive types of exercises as useful. This mean was the lowest among all learners in this study. Item 37 showed that 14 out of 25 learners (56%) in this group disliked inductive types of exercises while 11 learners (44%) liked them. The mean of item 37 for learners of Spanish was the lowest when compared to the groups of learners of German and Russian. In item 40, 72 out of 78 learners of Spanish (92%) reported that they found deductive types of grammar exercises useful.

In item 41, 55 out of 78 students (71%) indicated that they did not find these types of grammar exercises difficult. The mean for item 41 was lower than that of the other two

groups of learners in this study. In addition, item 42 revealed that 50 out of 78 learners of Spanish (64%) did not find deductive types of grammar exercises interesting. The mean for item 42 was the lowest out of all learners participating in this study. Table 29 shows an overview of the results relating to perception towards specific types of exercises for beginning-level learners of German, Spanish, and Russian.

Items	Learners of German	Learners of Spanish	Learners of Russian
32. Experience Inductive Grammar Instruction	.71 [.45] (n=94)	.68 [.47] (n=78)	.69 [.46] (n=67)
35. Difficulty with Inductive Grammar Instruction	1.63 [.73] (n=27)	1.80 [.49] (n=25)	2.0 [.67] (n=20)
36. Usefulness of Inductive Grammar Instruction	2.23 [.64] (n=26)	1.92 [.69] (n=25)	2.15 [.73] (n=20)
37. Enjoy Inductive Grammar Instruction	1.65 [.73] (n=26)	1.48 [.81] (n=25)	1.56 [1.06] (n=20)
41. Difficulty with Deductive Grammar Instruction	1.16 [.47] (n=93)	1.28 [.58] (n=78)	1.22 [.68] (n=67)
40. Usefulness of Deductive Grammar Instruction	2.31 [.60] (n=93)	2.31 [.61] (n=78)	2.39 [.62] (n=67)
42. Enjoy Deductive Grammar Instruction	1.52 [.68] (n=93)	1.29 [.70] (n=78)	1.42 [.79] (n=67)

Table 33: Receptivity of L2 beginning-level learners of German, Spanish, and Russian towards specific types of grammar instruction

Despite current advocacy efforts to include more inductive-type grammar instruction into the L2 classroom, only around one third (31.5%) of the first-semester L2 learners surveyed in this study reported having experienced inductive grammar instruction in their current L2 classroom.

Out of those L2 learners that reported having experienced inductive grammar instruction in their L2 classroom, L2 learners of Russian reported those experiences with inductive types of grammar exercises to have been most difficult while L2 learners of German reported those experiences to have been least difficult. Concerning usefulness and enjoyment, L2 learners of German reported liking inductive types of grammar exercises and finding them more useful compared to L2 learners of Spanish or Russian. L2 learners of Spanish found inductive types of grammar exercises to be the least useful and least enjoyable out of all L2 learners in this study.

Most L2 learners found deductive types of grammar exercises to be useful for their L2 learning; however, L2 learners of German found those types of exercises to be the least difficult, and L2 learners of Spanish found them to be the least interesting. L2 learners of Spanish also found deductive types of grammar exercises to be most difficult, and L2 learners of German found them to be most interesting.

Differences in beliefs about corrective feedback across various languages

Beginning-level learners of German

Item 44 showed that 36 out of 93 beginning-level learners of German (39%) in this study preferred their language teacher to correct their grammar errors all the time during speaking exercises. Of the same group of learners, 30 learners (32%) indicated preferring their language teacher to correct their grammar errors only when the error involves something they should already know while 24 learners (26%) prefer being corrected only when they cannot make themselves understood. Only 3 learners (3%) of all beginning-level learners of German in this study reported that they preferred being corrected when the grammar point was the focus of the current lesson.

In item 45, 77 out of 93 beginning-level German learners (83%) in this study reported preferring all of their written grammatical mistakes to be corrected by their language teachers; 8 learners (9%) reported wanting their language teacher to correct only the errors in their writing that have been the focus of previous lessons; 6 learners (6%) preferred having only those errors to be corrected that make understanding difficult; and very few learners (2 learners or 2%) preferred their language teacher to correct only those errors in their writing that are related to a grammar point the class was currently covering. None of the German learners in this study indicated preferring their written work not to be checked for grammatical errors. Compared to their Russian and Spanish counterparts, learners of German more frequently indicated wanting their spoken grammar errors to be corrected all the time.

Beginning-level learners of Russian

The results of item 44 show that 36 out of 67 beginning-level learners of Russian (54%) prefer their language teacher to correct their spoken grammar errors all of the time while 17 learners (25%) indicated preferring their language teacher to correct their grammar errors only when the error involves something they should already know. A further 11 learners (16%) prefer being corrected only when they cannot make themselves understood, and 3 learners (4%) preferred being corrected when the grammar point was the focus of the current lesson.

In item 45, 51 out of 67 beginning-level learners of Russian (76%) in this study reported preferring all of their written grammatical mistakes to be corrected by their language teachers; 8 learners (12%) reported wanting their language teacher to correct only the errors in their writing that have been the focus of previous lessons; 5 learners (7%) prefer only those errors to be corrected that make understanding difficult; 3 learners (4%) prefer their language teacher to correct only those errors in their writing that are related to a grammar point they are currently covering. None of the L2 learners of Russian in this study indicated preferring their written work not to be checked for grammatical errors.

Beginning-level learners of Spanish

The results of item 44 revealed that 30 out of 78 beginning-level learners of Spanish (38%) preferred their language teacher to correct their spoken grammar errors all the time; 23 learners (29%) indicated preferring their language teacher to correct their

grammar errors only when the error involves something they should already know; 22 learners (28%) prefer being corrected only when they cannot make themselves understood; only 2 learners (3%) reported preferring being corrected when the grammar point was the focus on the current lesson; and a very small number of learners of Spanish (1 learner or 1.28%) preferred their grammar errors to never be corrected.

For item 45, 47 out of 78 beginning-level learners of Spanish (60%) in this study reported preferring all their written grammatical mistakes to be corrected by their language teachers; 17 learners (22%) reported wanting their teacher to correct only the errors in their writing that have been the focus of previous lessons; 14 learners (18%) prefer only those errors to be corrected by their teacher that make understanding difficult; none preferred their language teacher to correct only those errors in their writing that are related to a grammar point they currently cover; and none preferred their language teacher to correct only those errors in their writing that are related to a grammar point they are currently covering or to not check their written work for grammatical errors at all. Table 30 shows an overview of all language beginning-level L2 learners' beliefs about corrective feedback.

Items	Learners of German (n=93)	Learners of Spanish (n=78)	Learners of Russian (n=67)
<hr/> 44. Error Correction during Speaking <hr/>			
At all times	39% (n=36)	39% (n=30)	54% (n=36)
Not comprehensible	26% (n=24)	29% (n=23)	16% (n=11)
Known information	32% (n=30)	28% (n=22)	25% (n=17)
Specific time	3% (n=3)	3% (n=2)	5% (n=3)
Never	0% (n=0)	1% (n=1)	0% (n=0)
<hr/> 45. Error Correction in Writing <hr/>			
At all times	83% (n=77)	60% (n=47)	76% (n=51)
Not comprehensible	6% (n=6)	22% (n=17)	12% (n=8)
Known information	9% (n=8)	18% (n=14)	7% (n=5)
Specific time	2% (n=2)	0% (n=0)	4% (n=3)
Never	0% (n=0)	0% (n=0)	0% (n=0)

Table 34: Beliefs about corrective feedback of L2 beginning-level learners of German, Spanish, and Russian.

L2 learners of Russian showed the strongest preference for having their spoken language corrected at all times while L2 learners of German preferred having all of their written grammatical errors corrected, and L2 learners of Spanish seemed to be more interested in having only those written grammatical errors corrected that either make understanding difficult or have been the focus of previous lessons. Once again, these beliefs correlate with the overall goals of these language learners. Since L2 learners of Russian tend to have learning goals that are oriented towards accuracy, they also tend to

expect to be corrected at all times. In contrast, L2 learners of Spanish seem to be more oriented towards communicative language learning goals and, therefore, had more specific expectations about when and how to be corrected by their language instructor.

The final subchapter documented results on the differences in beliefs about grammar instruction across the three different language programs. The main results chapter above examined and briefly discussed results elicited from questionnaires in order to answer all four research questions on this study. The final chapter of this dissertation summarizes and discusses those results that are most relevant for answering all four research questions. This final chapter also discusses implications for language learners, teachers, FLE, material developers, and LPDs. This chapter concludes with remarks on the limitations of this study and suggestions for future research.

Chapter 5: Discussion, Implications, and Limitations

This chapter maps the results of the studies onto the research questions and discusses the findings, implications, and limitations in the context of the research introduced in the literature review. The objective of the study was to identify and analyze collegiate L2 teacher and learner beliefs about grammatical accuracy, grammar learning, grammar instruction, and corrective feedback systematically. After providing comprehensive summaries to answer all four research questions, I provide brief commentaries on possible implications for L2 learners and their teachers, teacher training environments, textbook designers, and LPDs involved in curriculum design. The chapter concludes with some limitations of this study, a summary of the findings, and suggests ideas for future research.

Collegiate teacher and learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback

Research question 1 inquired into L2 learners' and teachers' beliefs about various aspects of grammar instruction in the L2 learning environment, the importance of grammatical accuracy versus the importance of being able to communicate on a variety of topics, assessments of students' own language competencies, beliefs about specific types of grammar instruction, and their receptivity towards corrective feedback.

The majority of L2 learners indicated the importance of acquiring grammatical knowledge for improving all four modalities of language learning: speaking, writing, listening, and reading. However, the data at hand also points to a division in L2 learner

beliefs about grammatical accuracy. Almost half of beginning-level learners indicated having accuracy-based language learning goals while little over half of L2 learners demonstrated having communication-based goals. Even though many beginning-level L2 learners claim to find being accurate most important for their language learning, more learners find it more important to be able to communicate on a variety of topics. These results contradict other studies concerning student beliefs about accuracy versus communication (Jean & Simard, 2011; Chavez, 2017). Even though a relatively large number of students in previous studies reported wanting to be as accurate as possible, many students in the current study did not assign much importance to being accurate in the L2. The differences observed between groups of L2 learners may be due to differences in language learning experience. Students who are used to a structural syllabus from their high school language studies and those students that had positive experiences with such a syllabus may be naturally inclined to continue finding being accurate in the L2 as most important for their language learning outcomes.

Additionally, almost all language teachers reported believing that their students should be more focused on being able to communicate on a wide range of topics despite making occasional grammatical mistakes; a very small number of teachers indicated believing that their language students should have the goal of being able to use the L2 with the highest possible degree of accuracy. Similar observations can be made in the grammar rules versus vocabulary item category. Here, a little over half of L2 learners expressed a preference towards learning new grammar rules while the other half preferred learning new vocabulary over grammar rules. Between the language teachers (similarly to

the developments between their language students), there seemed to be a division in beliefs about the importance of learning new grammar rules versus learning new vocabulary items. These results both confirm and contradict previous research on L2 learner and teacher beliefs about the importance of grammatical accuracy and communication. Barnard and Scampton (2008), for instance, found that most language teachers believe grammar instruction to be the central and most important part of effective language learning. However, the results of this study show that very few teachers claim grammar instruction to be most important for effective language learning. These differences in results may be due to different educational experiences and more nuanced methodological approaches to teaching. Future studies should address these differences by investigating L2 teachers' language teaching experiences and educational backgrounds.

In line with previous research on language learning beliefs (Horwitz, 1988; Kern, 1995), L2 learners and teachers reported believing that some learners are naturally better at understanding grammar rules than others. Almost all learners and teachers were very confident about their own language competencies in their L1; however, the learner data showed differences in reported confidence levels in regard to speaking and writing in the L2. While the results of the current study contradict previous research in that L2 learners in the current study believed their ability to write in the L2 to be better than their ability to speak in the L2. For instance, Jean and Simard (2011) found that L2 learners tend to rate their ability to speak the L2 accurately as high. These results can be explained by the fact that lower-level students have less control and knowledge of the L2 and, therefore,

are more anxious when speaking and, so, might be more confident in their writing abilities. Horwitz et al. (1986) suggest that L2 learners become more tense and apprehensive about participating in an L2 classroom when prompted to speak in the L2. The results of the present study support the fact that, even with an emphasis on communication in the L2 classroom, L2 learners may naturally feel more anxious about speaking and less anxious about writing in the L2. Additionally, learners have simply more time to think about their grammar use when writing compared to when speaking. Horwitz (1988) in her original BALLI study found that most learners believe that some people are better at language learning than others. Similar observations can be drawn from the results of the current study. The majority of beginning-level L2 learners reported believing that some students are naturally better at understanding grammar rules than others. Students may be using these negative beliefs to give context to their negative attitudes towards grammar instruction. On the other hand, since many students reported having positive attitudes towards grammar, students might be identifying themselves as people who are naturally better at learning grammar than others. Future studies should identify language learners' preferred learning styles and examine possible correlations with their language learning beliefs.

The results also showed a noticeable division between L2 learner favoritism towards studying grammatical aspects of their L2. Though almost all L2 learners reported believing grammar rules are an important part of L2 instruction, as well as believing grammar exercises to be helpful for their L2 learning, little over half of L2 learners indicated liking studying grammar while little less than half reported disliking grammar.

Many L2 learners surveyed in this study also reported having difficulty understanding grammar rules taught in their L2 class. However, a large number of L2 learners indicated enjoying grammar instruction. This favoritism towards grammar instruction contradicts previous research in this field. Jean and Simard (2011) found that more than half of their L2 learners did not like grammar instruction. Most language teachers in the current study reported liking grammar instruction and acknowledging the importance of grammar exercises for effective L2 learning. Many teachers also indicated believing that their students enjoyed grammar instruction but that they may have difficulty understanding grammar rules taught in the L2 classroom. These differences in beliefs might relate to the quality and quantity of formal grammar instruction received prior to enrolling in the L2 course. Additionally, undergraduate students bring belief systems into the classroom that are already quite stable and that reflect their experiences as language learners in K–12 settings. Future studies should include an analysis of learners' prior experiences with grammar instruction.

Relatively few L2 learners claimed having experienced inductive grammar instruction in their L2 classrooms, an observation that has been made in previous research on inductive and deductive language teaching strategies (Jean & Simard, 2011). This study confirms that students are more familiar with deductive exercises and less familiar with inductive exercises. Out of those learners that did experience such an approach to teaching grammar, most rated inductive types of grammar exercises as difficult. About half of L2 learners reported liking the approach while the other half seemed to have less of an appreciation of learning grammar in such a manner. These discrepancies are most

likely due to the immanent nature of discovery-based, inductive types of grammar exercises. When planned correctly, they challenge the language learners; however, the use of critical thinking skills, combined with a sense of achievement may lead learners to judge their learning experiences as helpful. These results are in agreement with ongoing discussion in the field of SLA research about the cognitively demanding tasks of making form-meaning connections during language learning (VanPatten, 1996). The results of the current study add to the argument regarding form-meaning connection during L2 instruction that most L2 learners seem to find inductive grammar exercises helpful for their language learning. Almost all teachers had positive experiences with inductive grammar instruction and reported having taught using inductive grammar teaching strategies in their L2 classroom. Many teachers believed these types of exercises to be difficult for their students, but many also acknowledged the usefulness of inductive types of grammar exercises for L2 learning.

The results on the topic of deductive grammar instruction confirmed previous studies (Chavez, 2017, Jean & Simard, 2011). Most learners reported these types of grammar exercises as useful for their learning of L2 grammar. However, a little over half of L2 learners found deductive types of exercises boring. Overall, L2 learners surveyed in this study showed more favoritism for deductive grammar instruction compared to previous studies. Many language teachers seemed to dislike deductive grammar instruction due to it not being challenging or interesting for language students. Despite these negative attitudes toward deductive grammar instruction, language teachers seemed to believe deductive types of grammar exercises to be useful for overall L2 learning.

These beliefs might derive from how language learning is assessed. Many assessment tools are designed in a deductive way. Deductive-type assessment items, such as fill in the blank items, are often used to quickly assess student performance and, therefore, are favored by teachers. Also, textbooks and the online components of textbooks use explicit grammar explanations and drill-type exercises to help students practice grammar and vocabulary. Since students are used to such assessment items and often get rewarded by completing multiple sets of such items (while teachers enjoy the self-grading mechanism of such exercises), it is not surprising that students and teachers find these types of assessment items useful for language learning.

Overall, the results on learner preferences towards error correction confirm previous findings on general attitudes toward error correction. Schulz (1996) reported from one of her inquiry-based studies that students were “surprisingly positive toward negative feedback” (p. 346). However, learners’ preferences towards error correction of their written and spoken output varied greatly. Concerning the use of corrective feedback for learners’ written production, most students reported preferring having all their grammatical mistakes corrected by their language instructor. Beliefs about written corrective feedback also varied from teacher to teacher. While some teachers believed in giving corrective feedback on all written grammar errors, others believed in giving feedback on the errors that have been the focus of previous lessons. Some teachers reported believing that only those errors that make understanding difficult should be corrected. About half of all beginning-level learners reported preferring having their spoken grammatical mistakes corrected at all times while 28% of all beginning-level

learners indicated preferring having their spoken grammatical mistakes corrected by their language instructor only when that error was related to a grammatical topic that they should be familiar with, and the remaining 24% of all beginning-level learners reported wanting their spoken grammatical mistakes corrected by their language instructor only when they cannot make themselves understood. Teacher beliefs about corrective feedback during communicative exercises vary widely. Some language teachers reported believing that they should correct their students' grammar errors during communicative exercises only when the particular grammar point was the focus of the lesson while other language teachers believed that a grammatical error should only be corrected if that error was taught previously. Language teachers also believed that students' grammatical errors should only be corrected when they cannot make themselves understood. Only a few teachers believed in correcting all of their students' grammar mistakes. A possible reason for the differences in belief between teachers and learners may lie in the allocation of roles between teacher and learner. Though instructors might want to correct all student mistakes, such an extreme approach to error correction would greatly hinder the communicative flow of a lesson. Quite frankly, learners might change their beliefs about error correction when the language instructor corrects each grammatical mistake, causing abrupt interruptions of student output and therefore a disruption in the progress of the overall language learning environment.

The data elicited in this study confirms previous findings of students bringing their own unique language learning beliefs into the L2 classroom (Kalaja & Barcelos, 2006). While there were many similarities between collegiate L2 learners' and teachers'

beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback, there were also many differences in beliefs about grammar instruction among L2 learners and their teachers. Previous research using a very similar data collection methodology showed that such differences can have devastating effects on learning successes in the L2 classroom (Mantle-Bromley, 1995). Many of the results of this study resemble those of Peacock's (1999) study on beliefs about language learning, a replication study of Horwitz's (1988) original study of beliefs about language learning among university students. Peacock (1999) suggested that such profound differences between teacher and learner beliefs about language learning resulted in negative learning outcomes and reduced learners' confidence levels in participating in communicative language learning activities.

As for the role of grammar in L2 instruction, results from this study differed from previous studies in multiple ways. Though almost all teachers reported believing that an increase in grammatical knowledge leads to improvements in L2 writing, speaking, reading, and listening skills, teachers in the present study were less enthusiastic about grammar instruction as a whole compared the participants in Barnard and Scampton's (2008) study on L2 teacher beliefs about grammar instruction. Overall, the results of this inquiry-based study demonstrated that L2 learners show an appreciation for grammar instruction and perceive studying the grammar of a language, including grammatical rules, to be useful for language production. In line with other studies that show the value of grammar instruction (Kern, 1995; Loewen et al., 2009), the current study also found

that L2 learners seek to be grammatically accurate and appreciate error correction of their written and spoken mistakes.

This section discussed research question 1, which inquired about collegiate teacher and L2 learner beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback. Freeman (1991), in a reexamination of the nature and assumption of language teacher education, emphasized that when we investigate student beliefs, we also focus on what students know at the moment rather than focusing on what they need to know in the future. Not only do these beliefs motivate the actions that language teachers are taking in the language learning classroom (Arnett & Turnbull, 2008) but they also serve as a “guide to thought and behavior” (Borg, 2001, p. 186), influencing important decision-making processes that go beyond the language learning classroom. These beliefs may have an impact not only on a micro-level but also on language learning outcomes as a whole. The results of the current study showed that L2 learners and their teachers have well-founded beliefs and attitudes towards various aspects of grammar instruction, emphasizing the importance of research on individual differences between groups of L2 learners as well as individual learners and teachers.

The following section discusses research question 2, which inquired into differences in beliefs of L2 learners and teachers about various aspects of language learning, specifically grammar instruction.

Differences in teacher and learner beliefs about grammar instruction

Research shows that great differences between teacher and learner beliefs can cause “misunderstanding and mistrust on the part of both teachers and learners” (Richards & Lockhart, 1994, p. 35). While it is not necessary for learners’ and teachers’ beliefs to match completely in order for language learning to take place (Jean & Simard, 2011). However, a common understanding of why instructors use one teaching method over another can only be beneficial for the language learning environment (Saaristo, 2015). Research question 2 inquired into said differences in L2 teacher and learner beliefs about various aspects of grammar instruction in the L2 learning environment, the importance of grammatical accuracy versus communication, and their beliefs about specific types of grammar instruction and corrective feedback. The discussion of the results below follows that exact order.

Even though some of the data in this study matches previous research, for example, L2 learners and teachers favoring teaching and learning with grammatical rules (Liao & Wang, 2009), the present data on beliefs about language learning goals yielded great differences between the beliefs of L2 learners and their teachers. The literature on individual differences yielded very little information about teacher and learner differences and the consequences of such differences for language learning. Overall, L2 learners found grammar instruction more valuable for their L2 learning compared to their language instructors. While almost all language teachers reported believing that by the end of their class, students should be able to communicate on a wide range of topics despite occasional grammatical mistakes, almost half of the beginning-level L2 learners

surveyed claimed to have the goal of being able to use the L2 with the highest possible degree of accuracy. These results contradict those of Jean and Simard (2011) on the importance of grammatical accuracy. Their study on beliefs and perceptions of L2 learners and teachers about grammar instruction found that the majority of their FSL teachers rated the importance of grammatical accuracy higher than their FSL learners. However, they also found that their ESL learners rated the importance of grammatical accuracy higher than their ESL teachers, which is in line with the results of the current study. Nevertheless, the results show tremendous differences between L2 learner and teacher beliefs about the importance of grammatical accuracy. Such great differences between teacher and learner beliefs can cause “misunderstanding and mistrust on the part of both teachers and learners” (Richards & Lockhart, 1994, p. 35) and, therefore, need to be taken into consideration when teaching an L2, developing curricula, creating pedagogical materials, or making administrative decisions that affect language learning departments as a whole. Teachers’ views represent the notion that one can communicate without being grammatically correct (Cook, 1989). Even though lexis and grammar are not separate entities and share communicative responsibilities, these teacher preferences might stem from a perceived dichotomy between lexis and grammar, with grammar having less of a communicative and interactional role in language learning (Saaristo, 2015).

Compared to language teachers, the data showed that L2 learners seemed to find learning grammar rules much more important for effective L2 learning than did their teachers. This insight stands at odds with previous research in the field. Jean and Simard

(2011) found that the level of importance of learning grammar rules was equally high for both L2 learners and teachers. Language teachers in all three language departments claim to use a CLT approach that focuses on “communicative proficiency rather than mere mastery of structures” (Richards & Rogers, 1986, p. 64). Learners used to a structural syllabus may be unaware that their instructor focuses on a communicative language teaching approach that focuses on meaning-making and contextualization rather than grammatical rules (Finocchiro & Brumfit, 1983). In line with previous research on L2 learner and teacher attitudes towards grammar instruction, many language teachers reported believing that their students were having difficulties learning grammatical aspects of the L2. However, L2 learners indicated having fewer difficulties learning grammar than their teachers had anticipated. While many teachers seemed to favor using English only or a combination of the L2 followed by explanations in English, many L2 learners favored the combination of English followed by the L2 or an explanation in the L2 followed by additional explanations in English. Learners seem to value having access to explicit grammar rules for their language learning much more than their language teachers. These results support the findings of previous research. In a very similar study with 40 teachers and 371 learners in the context of ESL, Liao and Wang (2009) found that most teachers (66%) and learners (81%) favored teaching and learning with grammatical rules.

Even though most language teachers reported having used inductive types of grammar exercises in their current language classes, few learners reported having encountered such grammar exercises in their L2 classroom. Language teachers tended to

believe that inductive types of grammar exercises were difficult for their students. Most L2 learners, however, reported those types of exercises to be not as difficult as their teachers anticipated them to be. Most teachers also believed inductive types of grammar exercises to be enjoyable for their students. Half of all L2 learners that reported having experienced inductive types of exercises in their L2 classroom reported disliking these types of grammar exercises. Teacher and student beliefs about deductive types of grammar exercises differed drastically. Even though L2 learners seemed to value the usefulness of deductive grammar exercises, their language teachers did not seem to value those types of exercises in their L2 classroom. These results stand at odds with previous research. Jean and Simard (2011) found that L2 learners and teachers had very similar beliefs about deductive grammar exercises; that is, they both found them to be useful. Despite the general consensus of the participants in the current study towards believing deductive types of grammar exercises to be boring, language teachers seemed to find deductive types of grammar exercises even more boring than the L2 learners. Such large differences in teacher and learner responses as to whether they have experienced inductive types of exercises or not may have multiple causes. Even though language teachers are aware of the benefits of inductive types of grammar exercises, their complexity might scare them away from incorporating them into their language classes. Also, learners might be unaware of the multifaceted nature of inductive types of exercises, and they might not be aware of when they are being used in the L2 classroom. However, teachers as well as learners were given examples of different types of inductive exercises prior to responding. Another possible explanation of such differences between

teacher and learner beliefs about grammar instruction draws on the basic principles of CLT. Given that all language departments claimed to be teaching languages in accordance to CLT principles, we can assume that instruction is focused on “communicative proficiency rather than mere mastery of structures” (Richards & Rogers, 1986, p. 64). Since beginning-level students may be used to a structural syllabus with grammatical structures being the underlying units of a language system, taught based on a rule-governed language system, students may be unaware that they are being taught on the basis of a CLT syllabus. Such a syllabus focuses on meaning-making and contextualization, where language is created through repeated trials and errors using the mode of communication to reach fluency rather than accuracy (Finocchiro & Brumfit, 1983).

Teacher and learner beliefs about instructional language and corrective feedback differed tremendously. While all language teachers were very confident in their abilities to speak and write in the L2, many L2 learners reported their writing skills to be better than their speaking skills. This observation can be linked to the suggestions of Horwitz’s et al. (1986) that L2 learners naturally are tenser and apprehensive about participating in the L2 classroom when they are prompted to speak in the L2. Many learners reported believing that their language instructor should correct their spoken grammar errors at all times. Most teachers, however, believed that their student’s speaking should be corrected either when the grammar point was the focus of the lesson, when the error should be recognized by the student, or when the student cannot make himself or herself understood. Only very few teachers believe that their students should be corrected at all

times during communicative activities. Teacher and learner beliefs about corrective feedback during writing exercises also differs. Most learners believe that their language instructor should correct all of their written grammar mistakes while teachers believe either in correcting all their students' written grammar errors or all the errors that should have been recognized by the student. These results confirm but also contradict previous research on written and spoken error correction. Jean and Simard (2011) report that most L2 learners believed that their instructors should correct their written grammatical mistakes at all times while instructors tend to lean towards correcting their students when their grammatical mistakes impede comprehension. However, they also found that learners' and teachers' beliefs about spoken grammar correction overlapped on many counts. The teachers in their study agreed with the learners' preferences for having their spoken errors corrected at all times. These results contradict the beliefs of the current study's participating language instructors.

One larger insight into the similarities between teacher and learner beliefs about grammar instruction concerned the importance of learning vocabulary versus grammatical rules. Close to half of beginning-level L2 learners believe in the importance of learning new vocabulary items for efficient language learning while the other half believe that learning new grammatical rules is more important for their language learning success. A very similar picture can be seen in the teacher data. About half of the L2 teachers surveyed in this study believed in the importance of teaching new vocabulary items for efficient language learning while the other half believed in teaching new grammatical rules over learning new vocabulary items. Additionally, when prompted to

report on the importance of having access to grammatical rules, both teachers and learners reported finding grammatical rules to be important and helpful for language learning. Teachers, however, put less of an emphasis on the need for grammatical rules compared to their learners. Finally, reporting on the difficulty of deductive types of grammar exercises, both teachers and learners reported those exercises to be relatively easy to master.

This section discussed the differences and similarities in beliefs of L2 teachers and learners about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback. The following section discusses research question 3, inquiring about differences in beliefs of L2 learners of German about grammar instruction across the lower-division German language program sequence at a large R1 university.

Differences in beliefs about grammar instruction across a lower-division German language program sequence

This inquiry-based study also examined the differences in beliefs about grammar instruction across a lower-division language program sequence. Research question 3 investigated the differences in L2 learner beliefs about various aspects of grammar instruction across the lower-division German language program at the University of Texas at Austin.

The data at hand also shows trends towards a shift from accuracy-oriented goals to communicative-oriented language learning goals. L2 learners with L2 learning

experience showed more interest in having communicative goals compared to those with less experience learning an L2. Additionally, more experienced L2 learners valued learning new vocabulary over learning new grammar rules. This shift may be due to the nature of a CLT classroom and the emphasis of using the L2 for communicative purposes. Over a period of three semesters, students gain knowledge in all modalities of language learning and therefore have more functional language to use in communication. Therefore, a shift from accuracy-oriented goals to more functional language learning goals is desired and to be expected.

The data also showed that L2 learners' confidence levels in their abilities to write and speak the L2 increase with L2 learning experience. More advanced learners may be more used to speaking in the L2 and, therefore, have less anxiety speaking in the L2. Also, more advanced L2 learners believe that some students are naturally better at understanding grammatical rules than others.

The enthusiasm towards both deductive and inductive types of grammar exercises seems to decrease with language learning exposure. Similar insights could be observed in the data on the helpfulness and importance of learning grammar rules in the German language classroom. These differences, including the decrease of the enjoyment of grammar exercises overall, may be due to the more complex nature of grammar rules in third-semester courses compared to the fairly straightforward grammar rules covered in first-semester language courses. L2 learners with L2 learning experience seemed to value learning grammar rules less than L2 learners with less experience learning a new language. These insights suggest that using inductive types of grammar exercises in

intermediate language courses might be more beneficial to the overall success of such exercises. L2 learners with more grammatical background knowledge may benefit more from inductive grammar exercises than less experienced L2 learners. Therefore, L2 teachers should increase the number of inductive types of exercises in their intermediate-level language classes. On the other hand, after evaluating L2 learner beliefs about these types of grammar exercises, it seems that deductive types of grammar exercises may be more fitting to the language learning success of beginning L2 learners.

More L2 learners with L2 learning experience are reported to have experienced inductive types of grammar exercises, and they also found those exercises easier to master compared to L2 learners with less L2 learning experience. Experienced L2 learners also found deductive types of exercises to be the most difficult to master, the least interesting, and also the least useful for their L2 learning compared to L2 learners with less experience learning their L2. These changes in beliefs might be correlated with how language learning is assessed in lower- and intermediate-level language courses. Language proficiency in the beginning-level L2 classroom is usually assessed with predominantly structure-based assessment tools. These assessment tools change throughout a language learning sequence, from structure-based to more communicative- and task-based proficiency assessment. Additionally, changes in beliefs may be due to the increase of the quantity and difficulty of grammatical aspects covered in the L2 classroom over time.

The data on L2 learners' beliefs about corrective feedback showed the least observable differences. However, more second-semester L2 learners of German reported

preferring their instructor to correct all of their spoken grammatical mistakes at all times compared to first- and third-semester L2 learners of German.

These results suggest that language learning beliefs are not static in nature, but rather change with exposure to language learning. Experiences with language learning and grammar instruction influence the way learners perceive aspects of language learning, including their language learning goals. Additionally, the data suggests that, even though L2 learners seem to value grammar instruction in their L2 classroom, their desire and inclination toward grammar rules in a mainly communicative-based language learning environment decreases with additional language learning experience.

This section discussed the differences in beliefs of L2 learners of German about grammar instruction across a lower-division German language program sequence. The final section of this subchapter discusses little-known insights into research question 4, which inquired about differences in beliefs among L2 learners of German, Spanish, and Russian about L2 grammar instruction.

Differences in beliefs about grammar instruction across various languages

The final research question inquired about differences in beliefs about various aspects of grammar instruction across three foreign language programs. The data on differences between L2 beginning-level learners presented in the results chapter was derived from L2 learners in German, Spanish, and Russian language classes.

An examination of beginning-level L2 learners' language learning goals showed that L2 learners of Spanish tended to claim communicative types of language learning goals while L2 learners of Russian seemed to have more accuracy-based language learning goals. Additionally, L2 learners of Spanish favored being able to communicate on a large range of topics rather than being grammatically accurate while more L2 learners of Russian valued being grammatically accurate over being able to communicate on a large range of topics. The answers of L2 learners of German represented both sides of the communication-versus-accuracy spectrum equally. Compared to L2 learners of German and Russian, L2 learners of Spanish found grammar exercises in general less helpful and less important for L2 learning. While most L2 learners of German and Spanish preferred their L2 instructor to use a combination of L1 and L2 during grammar instruction, most L2 learners of Russian preferred their L2 instructor to use the L1 as the main instructional language during grammar instruction.

The data on L2 learner beliefs about specific aspects of grammar instruction revealed tremendous differences between the L2 learners of different languages. Relatively few L2 learners reported experiencing inductive grammar instruction in their L2 classroom. Out of those few that reported having experienced these types of grammar exercises, L2 learners of Russian seemed to have most difficulty with inductive types of grammar exercises while L2 learners of German seemed to have least difficulty working with these types of grammar exercises. Compared to other L2 learners from the other languages surveyed in this study, L2 learners of German also found inductive types of grammar exercises to be the most useful and interesting while L2 learners of Spanish

disliked these types of exercises the most. Concerning deductive types of exercises, L2 learners of German found those types of grammar exercises the least difficult and most interesting while L2 learners of Spanish found them to be most the difficult and least interesting. These differences in beliefs about the efficacy of grammar instruction might relate to the quality and quantity of formal grammar instruction received prior to enrolling in the L2 course. These differences between L2 learners of Spanish and the other language groups might also be due to differences in how language proficiency is assessed. Assessment in Spanish courses may be less focused on formal accuracy compared to the proficiency assessment used in the German and Russian programs.

L2 learner beliefs about corrective feedback also differ depending on what L2 language class the learners were enrolled in. More than half of L2 learners of Russian, for instance, preferred having their spoken language corrected by their L2 instructors at all times while L2 learners of German or Spanish had more specific preferences regarding when and how to have their spoken output corrected by their L2 instructors. While L2 learners of Russian and Spanish preferred their written grammatical mistakes to be corrected at all times, many L2 learners of German indicated preferring to have those written mistakes corrected that make comprehension difficult. However, the majority of L2 learners of German preferred having all grammatical mistakes corrected by their L2 instructor.

Horwitz (1999) reviewed a set of BALLI studies and came to the conclusion that L2 learners with different L1 backgrounds have varied beliefs about the importance of grammar learning. Similar to Horwitz's observations, the data considered here shows

differences in beliefs about grammar instruction among learners enrolled in different language classes. Since most participants shared the same L1, the most probable explanation for the differences in beliefs is the fact that L2 learners arrive in the L2 classroom with different experiences in formal grammar instruction and different language learning goals.

In hindsight, these results give reason to believe that such language learning beliefs change with exposure to language learning and with the language being learned. L2 learners of Russian and German seemed to value grammatical accuracy much more than L2 learners of Spanish. This can be seen as evidence that the Russian and German languages are perceived as rule-governed languages compared to Spanish. Experiences with language learning and grammar instruction seem to influence the way learners perceive aspects of language learning. The data suggests that even though L2 learners seem to value grammar instruction in their L2 classroom, their desire and inclination toward grammar rules in a mainly communicative-based language learning environment decreases with language learning experience. More specifically, the results suggest that more experienced language learners tend to like difficult discovery-based grammar exercises more than less experienced language learners. These insights suggest that using inductive types of grammar exercises in intermediate language courses might be more beneficial to the overall success of such exercises. In addition, the use of inductive types of grammar exercises for language teaching may depend on the language being taught. Grammar-heavy curricula may not be best suited for such exercises. However, rethinking grammar-heavy curricula to include space for inductive grammar instruction may help

students better comprehend grammar rules over time and have a less critical stance toward inductive grammar exercises.

This final section of the subchapter discussed the differences in beliefs about grammar instruction across three different language programs at an R1 university. The following subchapter elaborates on the implications of my work for language learners and their teachers, language teaching methods courses, material developers, and curriculum designers.

Implications

The results of this inquiry-based study on L2 learner and teacher beliefs about grammar instruction have direct implications for the overall language learning experience. Conducting small-scale replication studies in language learning classrooms will greatly improve the overall language learning experience for language learners as well as their teachers. Allowing teachers and learners to explore their own language learning beliefs will enhance the language learning experience in multiple ways. With crucial insights about their students' language learning preferences in hand, language teachers can adjust their language teaching techniques towards the needs of their current L2 students. Having such a student-centered teaching approach can only benefit the overall language learning experience. By sharing their beliefs about certain language learning approaches, teachers can help their students become aware of their language learning preferences as well as guide them more effectively throughout the learning process (Thorp, 2006). Such an exploration of language learning beliefs can help learners

reflect on themselves as language learners and aid in understanding the role of such teaching methodologies for their own L2 learning. In addition, directors and administrators will “see and understand what is going on between teachers and students and among students themselves” (Gebhard & Oprandy, 1999, p. xiv). In summary, the results of this study have direct implications for language learners, language teachers, teacher training, textbook authors, and LPDs as well as administrators. I elaborate on these implications below.

Language learners

Recognizing that their language teachers bring unique views on various aspects of grammar instruction might help language learners understand the role of the language teacher in the L2 learning environment and become more aware of the instructional practices used in the language learning classroom. Such an awareness of their own as well as their teachers’ beliefs about grammar instruction may facilitate more supportive attitudes towards deductive and inductive grammar instruction teaching techniques.

Even though research on L2 language learning beliefs has shown that such beliefs are influenced by previous language learning experiences and that such teaching practices are often “passed on from generation to generation of FL/L2 learners” (Schulz 1996, p. 348), L2 learners need not only recognize that their teachers bring their own ideas about language teaching strategies but should also keep an open mind about unfamiliar grammar teaching strategies. In turn, teachers need to be forthright about why they use a

particular teaching approach over another. Chavez (2017) argues that it is the learner's responsibility to "realize that their personal theories of language learning are just that – and that research-influenced teaching methods may not accommodate them," however, I think that opening up a discussion about why a teacher uses, for instance, inductive grammar teaching strategies to help students grasp a particular grammar point may help L2 students understand the principles of such an approach and help them stay focused and motivated to stick with the language over a longer period of time.

Language teachers

Given that the results of this study show tremendous differences among learner groups, not only in their beliefs about grammar instruction but also in their experiences with different grammar exercises, it is critical to teach students basic grammatical concepts of the L2 in order for them to be able to develop and use their analytic skills to make meaning of a foreign text. Teachers need to recognize that their students have very different experiences with formal grammar instruction and that these differences can have an impact on their beliefs about grammar instruction in the L2 classroom.

Additionally, allowing language instructors to explore their own as well as their students' beliefs about grammar instruction will help them become more aware of their instructional practices which, in turn, may aid in developing more efficient language teaching methodologies and better teaching. Teachers that are aware of their students' beliefs about language learning may be able to better accommodate student needs than

those that put less emphasis on such a teacher-student relationship. Additionally, student and teacher disagreements towards particular grammar teaching methods may be avoided by sharing such grammar teaching beliefs. By discovering their students' beliefs about grammar instruction, teachers may find ways to encourage their students to become more invested in their own language learning and even present them with opportunities to reflect on their attitudes towards language learning in order to promote a continuation of their language studies. Finally, language teachers need to be aware that each individual learner has an opinion about what and how they want to learn. While I do not propose that teachers and learners ought to have equal beliefs about grammar instruction in order for language acquisition to take place, but I think it is crucial for language teachers to be aware that individual learners have their own individual beliefs about language learning that may or may not have an effect on their language learning outcomes. The conscious reflection on one's own beliefs about any aspect of the overall language learning experience can benefit both L2 learners, with their language acquisition process, and L2 teachers, with their effective teaching methodologies.

Generally, teachers should not attempt to find clear-cut solutions against unmotivated or bored students. Rather, the teacher should reflect on their teaching practices, incorporate recent developments in the research on effective teaching practices, and adjust their grammar instruction accordingly. Each student has individual beliefs about various aspects of language learning. These beliefs may or may not change depending on the situation that students find themselves in. Not every student likes

studying grammar, and students can be successful language learners without actually enjoying grammar instruction. However, students are likely to spend more time studying grammar when they are motivated to so. Therefore, even though such repetition may be one of the hallmarks of acquiring the L1, when teaching grammar, teachers need to be sure to change their teaching approaches to avoid excessive repetition. An inductive approach to grammar instruction may not work well with very complicated grammatical structures. A deductive approach to grammar instruction might be more appropriate. Publications on the effectiveness of certain grammar approaches for particular environments are available for language teachers and laid out in the literature review of this study.

Using a variety of deductive and inductive exercises can be an effective way to help students develop these skills. However, teachers should also be intentional about the use of one approach over the other. The inclusion of discovery-based exercises into the L2 classroom to teach all modalities of language learning can help students take learning into their own hands. Allowing students to play with language, critically discuss grammatical features, and use their critical thinking and analytical skills to make decisions on their own will eventually make them more successful language learners. Teachers that can be transparent to their students about their language teaching methods choices and teachers that find direct and indirect ways to communicate with their students about their opinions on certain aspects of language teaching will eventually be pleased with the outcomes of their teaching. Treating grammatical rules as descriptions of regular

and irregular patterns rather than fixed norms might help students feel less frustrated with grammatical exceptions. However, teachers need to make students aware of cultural differences when it comes to accepting non-standard language. For instance, some Germans may be more apt to accept non-standard language from other Germans than they are from non-native speakers. Though it is time consuming, guiding students to discover grammatical rules on their own through a guided inductive approach can be a very efficient way of teaching a particular grammatical feature and, additionally, can give students a very positive feeling about their language learning achievements.

Materials Development

The results of the current study indicate that many L2 learners have never experienced discovery-based grammar exercises, and those students who worked with such exercises found them to be useful for their language learning. Creating inductive grammar exercises from authentic text can be a difficult and time-consuming task for teachers; therefore, textbook authors and publishers should be intentional about their use of particular teaching approaches and the overall presentation of grammatical aspects. Additionally, they should include more discovery-based exercises in their language learning textbooks.

Additionally, being transparent to the L2 learners by having disclaimers in each textbook stating that grammatical rules are not to be seen as fixed norms but rather as helpful clues to comprehend the usage of that particular grammatical structure in

conversation might lower the affective filter. Approaching grammatical rules as descriptions of observed regularities rather than fixed norms might help learners to see such rules as helpful clues that can help them eventually use them in conversation. Adding discovery-based exercises throughout the textbook may eventually allow students to use their critical-thinking and analytical skills to comprehend even complex grammatical structures.

Overall, research shows that inductive as well as deductive grammar exercises have positive effects on language learning. However, I recommend that textbook authors and material developers create grammar exercises that spark the interest of students. This can be done in multiple ways, including using authentic materials and giving students context to the exercises on which they are working. These authentic materials need to be level appropriate, and grammar exercises need to strike students as helpful for their overall language learning process. Grammar does not always have to be perceived as enjoyable, but it is important to present grammatical aspects of an L2 in a way that is relevant to the learner and their particular language learning goals. While my data shows that many students have accuracy-based goals, many students reported having communicative language learning goals. It is my hope that most language teaching in the twenty-first century will be concerned with developing communicative competence. Therefore, I recommend to material developers and textbook designers to use grammar in a way that connects structural and interactive/communicative needs of L2 learners while keeping in mind that a communicative approach does not imply that grammar does not

play a role in language teaching (Widdowson, 1988).

Foreign language education and language program directors

The results of this study have implications for teacher training in FLE and can help LPDs with designing their curricula. The results show that many teachers use mostly deductive grammar exercises when teaching grammatical aspects of an L2, and many teachers also perceive these types of grammar exercises as most effective for language learning. The trend to teach grammar deductively may be related to the overwhelming use of such exercises in textbooks or in the lack of teaching about inductive language teaching in foreign language methodology courses. Therefore, it is essential to teach aspiring language instructors about the effects of both deductive and inductive grammar teaching while keeping in mind that individual differences in students may affect the way they perceive the effectiveness of these exercises. If we want teachers to be intentional about their use of one approach to teaching grammar over another and to ensure teacher awareness of perceived differences in the effects of such grammar exercises on language learning, LPDs or faculty with similar responsibilities should offer workshops for their faculty and create an environment of self-reflection and open discussion about issues in grammar instruction.

The insights on L2 learner and teacher beliefs about grammar instruction suggests that the field might need to rethink instructional recommendations on using 95% of the target language at all times during L2 instruction. When making decisions about

curricular design and teaching practices, teacher trainees and faculty need keep in mind that the use of the target language during grammar instruction at all times might not be in the best interests of all learners in their L2 classes. Recent research regarding the use of instructional language during grammar instruction shows that it is best to use the L1 to explain complex grammatical constructions while less complicated grammar aspects should be introduced using the L2. Teacher trainers ought to consider individual differences of L2 learners when teaching student-teachers how to design lessons geared towards introducing and practicing new grammatical structures in the L2 classroom environment.

As a result of advances in research on teaching practices, it has become quite challenging for language teachers to figure out what teaching approach to use for a given teaching environment and how much grammar ought to be taught. As stated in the introductory paragraphs of this study, the term grammar means different things to different people, and it seems that the role of grammar in the twenty-first century language classroom is in need of demythologizing. Research shows that explicit teaching of formal grammar is helpful for language learning and has positive impacts on overall performance (Celce-Murcia, 1991; Norris & Ortega, 2000; Skehan, 2006). Therefore, language teachers should find a way to present grammar in a manner that serves their learners' language goals. Grammar instruction will continue to have a tremendous influence on language learning. Therefore, it is crucial to include a comprehensive overview of how grammar instruction evolved throughout time in all language teaching

methods courses.

Limitations

The proposed study investigated teacher and student beliefs about grammar instruction, grammar learning, grammatical accuracy, and corrective feedback (as opposed to performance) based on well-documented insights that beliefs can be associated with performance. However, correlation does not equal causation, meaning that as a result of performing better, students may have more positive beliefs about grammar instruction, grammar learning, and corrective feedback in the L2 classroom. Beliefs are not static but rather dynamic entities affected by personal and situational factors (Barcelos & Kalaja, 2011).

The results also showed positive affective responses to grammar instruction. However, such insights are not very meaningful unless more detailed accounts of why students think positively of grammar instruction are available. Also, some items in the questionnaire ask respondents to rate the importance of grammar versus vocabulary. It is important to mention that using such a dichotomy and asking respondents to choose one over the other is a problematic one. Language learning consists of more than simply learning grammar and vocabulary. Future studies should take other aspects of language learning into consideration and not only ask question regarding the importance of learning grammar over vocabulary and vice versa.

Using a questionnaire for data collection allowed me to gather large quantities of data in a relatively short period of time. In addition, replication studies using identical questionnaires are now a possibility for anyone interested in surveying their students about topics such as their beliefs on grammar instruction. However, questionnaires also accompany limitations that need to be taken into account when analyzing data. The disadvantages of questionnaires are unmotivated respondents, prestige and acquiescence bias, halo effects, and fatigue effects (Dörnyei, 2003). Not all respondents have the inherent motivation to fill out lengthy questionnaires, and respondents could also misreport their answers to speed up the process of providing answers. However, though there are disadvantages to using questionnaires for data collection, the advantages outweighed the disadvantages in the case of this study.

Not only is it challenging to elicit a complete picture of someone's beliefs by using a questionnaire (Kagan, 1990), but respondents are often restricted in articulating "their deeper thoughts and behaviours that governed their responses" (Creswell, 2013, p. 48). Borg (2006) reminds us of another inherent limitation of research on student and teacher beliefs. Respondents might answer questions that do not necessarily resonate with their actions but rather with an imaginary ideal of themselves. However, given the number of learners participating in this study, one can draw general conclusions about L2 learner beliefs regarding various aspects of grammar instruction. Even though I extensively piloted this questionnaire study, I cannot fully eliminate the disadvantages of such studies. Though it is nearly impossible to avoid fatigue effects during large

questionnaire studies, having easy access to the questionnaire combined with a completion bar might have added to the successful questionnaire return rate.

Additionally, the choice of languages used for means of comparison in this study is based on the Defense Language Institute Learning Languages Difficulty Scale, which is widely used in government and academia to describe the difficulties of certain languages and how long it takes an L1 speaker of English to reach proficiency in said languages. Spanish is ranked in the lowest category (category 1) with 26 weeks of instruction needed to reach proficiency, while German is ranked in category 2 (34 weeks of instruction) and Russian in category 3 (48 weeks of instruction). However, this scale is also seen as a problematic construct from ideological and scientific perspectives. There is no empirical evidence that provides a basis for the development of the four categories used to rank the difficulty of languages.

In addition, the findings of this study cannot necessarily be generalized beyond a particular teacher and student population, and the stated beliefs may not be directly reflected in teaching practices. Even though all language departments surveyed in this study claimed to teach language using a communicative teaching approach, the actual teaching practices may vary from department to department and from teacher to teacher. Therefore, a more in-depth analysis of each teachers' practices throughout an entire semester is needed to evaluate their actual teaching methodologies.

Even though this study successfully compared beliefs of a variety of groups, including learners and teachers, the study's methodology did not allow for a comparison of the beliefs of individual students and their individual teachers. The results of such a

comprehensive analysis of individual learners and their teachers will add to the ongoing discussion about individual differences between language learners. In addition to comparing individual learner and teacher beliefs, a follow-up study could track each individual student through the language learning sequence and analyze how their language learning beliefs change longitudinally.

Finally, this study needs to be replicated in other institutions and possibly in different institutional contexts, such as with early language learners or language learners in other countries. The methodological design of this study allows for replication studies beyond the context of higher education. I recommend to other teacher-scholars to use the data collection methods outlined in this study to continue this scholarship on L2 learner and teacher language learning beliefs. Replication studies with uniform methods of inquiry will allow us to grow our understanding of the impacts of individual differences among our students on their overall language learning success.

Conclusion

The goal of this study was to systematically identify and analyze student and teacher beliefs about grammar instruction, grammar learning, and the importance of grammatical accuracy and corrective feedback in the context of three language programs. Additionally, this study investigated and compared student and teacher beliefs on grammar instruction at various levels of lower-division language programs.

Language learners enjoy grammar instruction and think that acquiring grammatical knowledge is crucial for improving all four modalities of language learning,

grammar rules are an important part of L2 instruction, grammar exercises are helpful for L2 learning, and their teacher should correct all of their spoken and written grammar mistakes. While relatively few learners claim having experienced inductive grammar instruction in their L2 classrooms, they find inductive exercises interesting but difficult and deductive grammar exercises boring but helpful for their learning. The data at hand also points to a division in L2 learner beliefs on the importance of vocabulary and grammar learning, their language learning goals, the helpfulness of inductive grammar exercises for L2 learning, and their interests towards deductive grammar exercises.

Compared to language teachers, L2 learners are more focused on being grammatically accurate, find grammar instruction and learning with grammatical rules to be more valuable for their L2 learning, prefer the instructional language to be a mixture of L1 and L2, are less enthusiastic about inductive grammar exercises, and more enthusiastic about deductive grammar exercises. In addition, L2 learners report having fewer difficulties learning grammar than their teachers anticipate.

Language teachers like teaching grammar, claim to teach inductively as well as deductively, find inductive grammar exercises difficult but useful and deductive exercises boring but useful for L2 learning, acknowledge the importance of grammar exercises for language learning, but also think that L2 learners should focus on being able to communicate rather than being grammatically accurate. As with the learner data, the teacher data also shows a division in teacher beliefs on the importance of teaching vocabulary and teaching grammar, and how written and spoken grammar mistakes ought to be corrected.

Language learning goals change from accuracy-oriented to communicative-oriented goals. L2 learners with more experience with language learning have more communicative language learning goals, are more confident speaking in the L2, dislike inductive and deductive grammar exercises, and value learning new vocabulary over grammar.

L2 learners of German find deductive grammar exercises not difficult and inductive grammar exercises interesting and useful. L2 learners of Spanish have communicative-oriented language learning goals, and find inductive and deductive grammar exercises to be difficult and less helpful for language learning. L2 learners of Russian have accuracy-oriented language learning goals, have difficulties with inductive grammar exercises, and prefer their teacher to use English as the main instructional language. Regarding the differences observed in the three language programs, it is important to consider attributes of all three languages and the different goals that students may associate with particular languages. While L2 learners of German and Russian can be considered pure foreign language learners, L2 learners of Spanish in Texas are also considered second language learners in a community where the language is being used widely. Therefore, future studies need to consider language learning goals of L2 learners and how these goals might affect individual differences in L2 learners. Additionally, beliefs among some L2 learners of Spanish about the importance of grammatical accuracy may also be shaped by negative perceptions of the overall status of the Latinx communities in Texas and the USA.

Suggestions for future research

It may well be concluded that the findings of this study provide valuable information concerning differences and similarities in L2 teacher and learner beliefs about grammar instruction and changes of said beliefs resulting from additional language learning experience. Future research should address whether or not preferred learning styles, gender, academic success, and non-academic circumstances have an effect on individual differences variables such as beliefs about grammar instruction. For example, it is worth while investigating cognitive and metacognitive variables and how they might influence student beliefs about language learning in general. The results show that the majority of learners and teachers think that some students are naturally better at understanding grammatical rules than others. A more detailed look at these beliefs might answer questions such as whether or not language learning beliefs cause learners to choose better or less good learning strategies.

Additionally, future research should consider analyzing qualitative measures when examining teacher and learner beliefs about grammar instruction and also consider tracking learner beliefs longitudinally. To address differences between language teachers, future studies should investigate the impacts of L2 teachers' language teaching experiences and educational backgrounds on language teaching beliefs.

Overall, the focus on grammar instruction might be overly broad. As suggested by Garret (1986), it may perhaps be more productive to investigate a single or narrow set of grammatical features, since some may be better suited for inductive grammar instruction and others better for deductive grammar instruction approaches. Finally, I suggest

investigating the impacts of L2 learner beliefs on their performance using systematic methods of inquiry. I propose creating grammar assessment tools to assess the impacts of individual learners' beliefs on their overall grammar knowledge in order to explore the impacts of language learning beliefs on L2 performance.

Appendices

Appendix 1: Learner questionnaire

Part I:

Item 1 - What is your preferred email address?

Textbox

Item 2 – Gender

Male/Female/Prefer not to answer

Item 3- Age

Scale 18-100

Item 4 - Native language(s)

Textbox

Item 5 - Current language course enrollment

Choose course

Item 6 - Other languages I have studied

Textbox

Item 7 - How long and where have you studied these other languages?

Textbox

Item 8 - What languages are spoken in your home and by whom?

Textbox

Item 9- Why are you taking this course?

Textbox

Item 10 – Major

Textbox

Item 11 – Minor

Textbox

Item 12 - Current overall GPA

- 1- Lower than 2.0
- 2- 2.4-2.0
- 3- 2.9-2.5
- 4- 3.49-3.0
- 5- 4.0-3.5

Item 13 - Approximate grade average of overall language classes combined

- 1- less than 60%
- 2- 60-70%
- 3- 70-80%
- 4- 80-90%
- 5- 90-100%

Part II:

Item 14 - In your own words, please provide a brief answer to the following question:

What is grammar?

Textbox

Item 15 - Briefly explain, how do you usually study grammar?

Textbox

Part III:

Item 16 - How much do you like studying grammar?

- 1- Dislike a great deal
- 2- Dislike somewhat
- 3- Like somewhat
- 4- Like a great deal

Item 17 - Why do you like or dislike studying grammar?

Textbox

Item 18 - How well do you feel like you know English grammar?

- 1- Not well at all
- 2- Not so well
- 3- Well
- 4- Very well

Item 19 - In your opinion, what is more important for effective language learning?

Elaborate if needed.

- 1- Learning new vocabulary items is far more important than learning new grammar rules.
- 2- Learning new vocabulary items is somewhat more important than learning new grammar rules.
- 3- Learning new grammar rules is somewhat more important than learning new vocabulary items.
- 4- Learning new grammar rules is far more important than learning new vocabulary items.

Item 20 - Do you think that some students are naturally better at understanding grammar than others? Elaborate if needed.

- 1- Yes (with textbox)
- 2- No (with textbox)

Item 21 - Some languages may be easier to learn than others. Please rate the difficulty of learning the grammar of the following languages.

- 1- Very difficult
- 2- Somewhat difficult
- 3- Not very difficult
- 4- Not difficult at all
- 5- I have no opinion

Item 22 - Elaborate on your answers above (if needed)

Textbox

Item 23 - Compared to your classmates, rate your ability to speak German accurately (i.e., without too many grammatical errors).

- 1- Poor
- 2- Somewhat poor
- 3- Good
- 4- Excellent

Item 24 - Compared to your classmates, rate your ability to write German accurately (i.e., without too many grammatical errors)

- 1- Poor
- 2- Somewhat poor
- 3- Good
- 4- Excellent

Item 25 - How much do you enjoy studying grammar in your German language class (understanding rules, finding explanations, doing grammar exercises orally or in writing)?

- 1- I don't enjoy it at all
- 2- I don't enjoy it much
- 3- I enjoy it
- 4- I enjoy it a lot

Item 26 - Which goal is more important to you as a language learner?

- 1- Being able to use a foreign language with the highest degree of accuracy without too many grammatical mistakes.
- 2- Being able to communicate on a wide range of topics despite frequent grammatical mistakes.

Item 27 - How important is knowing grammar for improving speaking/writing/listening to/reading in the German language?

- 1- Not important at all
- 2- Not very important
- 3- Important
- 4- Very important

Item 28 - Elaborate on your answers above (if needed)

Textbox

Item 29 - How helpful are grammar exercises for your own learning?

- 1- Not helpful at all
- 2- Not very helpful
- 3- Helpful
- 4- Very helpful

Item 30 - How important is it to learn grammar rules in your German class?

- 1- Not important at all
- 2- Not very important
- 3- Important
- 4- Very important

Item 31 - Please rate the difficulty of understanding German grammar rules learned in class.

- 1- Not difficult at all
- 2- Not very difficult
- 3- Difficult
- 4- Very difficult

Item 32 - Has a language instructor ever asked you to figure out a grammar rule by yourself?

- 1- Yes
- 2- No

Item 33 - When and where were you asked to figure out a grammar rule?

Textbox

Item 34 - How did you have to figure out a grammar rule?

Textbox

Item 35 - How difficult was it to figure out a grammar rule?

- 1- Not difficult at all
- 2- Not very difficult
- 3- Difficult
- 4- Very difficult

Item 36 - Considering your learning process, how useful was figuring out a grammar rule?

- 1- Not useful at all
- 2- Not very useful
- 3- Useful
- 4- Very useful

Item 37 - How much did you like or dislike figuring out a grammar rule?

- 1- Dislike a great deal
- 2- Dislike somewhat
- 3- Like somewhat
- 4- Like a great deal

Item 38 - Why did you like or dislike figuring out a grammar rule?

Textbox

Item 39 - Why do you think these types of exercises are used in the language learning classroom?

Textbox

Item 40 - How useful, in general, do you find the mechanical-type exercises used in language classes (Mechanical-type exercises are usually repetitive in nature. Examples are providing verbs in the correct tenses, transforming statements into questions, etc.)?

- 1- Not useful at all
- 2- Not very useful
- 3- Useful
- 4- Very useful

Item 41 - How difficult do you find these mechanical-type exercises?

- 1- Not difficult at all
- 2- Not very difficult
- 3- Difficult
- 4- Very difficult

Item 42 - How interesting do you find these mechanical-type exercises?

- 1- Not interesting at all
- 2- Not very interesting
- 3- Interesting
- 4- Very interesting

Item 43 - Why do you think mechanical-type exercises are used in the language learning classroom?

Textbox

Item 44 - When speaking, at what point should the teacher correct your grammar errors?

- 1- Never
- 2- When the grammar point is the focus of the lesson
- 3- Only when the error is on something we should know
- 4- Only when I cannot make myself understood
- 5- All the time

Item 45 - Which grammatical errors do you feel your teacher should correct in your written work (essays, tests, etc.)?

- 1- Grammatical errors should not be corrected
- 2- Only the errors that are related to a grammar point we currently cover
- 3- Only the errors that have been the focus of previous lessons
- 4- Only the errors that make understanding difficult
- 5- All errors

Item 46 - A teacher should present a grammar rule instead of having students discover it for themselves. Elaborate if needed.

- 1- True (with textbox)
- 2- False (with textbox)

Item 47 - Have you ever experienced your language teacher sharing his/her views about language learning with the entire class?

- 1- Yes
- 2- No

Item 48 - How do you think it affected your views on language learning?

Textbox

Item 49 - Do you prefer your language instructor to explain a grammar point in German, English, or both languages? Why?

- 1- Only in English
- 2- Only in German
- 3- First in English and then in German
- 4- First in German and then in English

Item 50 - Is there anything else you would like to tell us about grammar in the foreign language class?

Textbox

Appendix 2: Teacher Questionnaire

Part I:

Item 1 - What is your preferred email address?

Textbox

Item 2 – Gender

1. Male
2. Female
3. Prefer not to answer

Item 3 - Years of teaching experience (approximately)

Scale 1-50 years

Item 4 - Native language(s)

Textbox

Item 5 - Language class currently teaching:

Choose class German506, German507, German 612, German 328, Spanish 601D,
Russian506, Russian601C

Item 6 - Other languages I have studied. (Add how long and where)

Textbox

Item 7 - Research interests (if applicable)

Textbox

Part II:

Item 8 - In your own words, please provide a brief answer to the following question:

What is grammar?

Textbox

Item 9 - Briefly explain, how do you usually teach grammar?

Textbox

Part III:

Item 10 - How much do you like teaching grammar?

1. Dislike a great deal
2. Dislike somewhat
3. Like somewhat
4. Like a great deal

Item 11 - Why do you like or dislike teaching grammar?

Textbox

Item 12 - How well do you think you know English grammar?

1. Not well at all
2. Not so well
3. Well
4. Very well

Item 13 - In your opinion, what is more important for effective language learning?

Elaborate if needed.

1. Learning new vocabulary items is far more important than learning new grammar rules. (with Textbox)
2. Learning new vocabulary items is somewhat more important than learning new grammar rules. (with Textbox)
3. Learning new grammar rules is somewhat more important than learning new vocabulary. (with Textbox)
4. Learning new grammar rules is far more important than learning new vocabulary. (with Textbox)

Item 14 - Do you think that some students are naturally better at understanding grammar than others? Elaborate if needed.

1. Yes (with textbox)
2. No (with textbox)

Item 15 - Some languages may be easier to learn than others. Please rate the difficulty of learning the grammar of the following languages (German, Russian, Spanish, English, Other)

- 6- Very difficult
- 7- Somewhat difficult
- 8- Not very difficult
- 9- Not difficult at all
- 10- I have no opinion

Item 16 - Elaborate on your answers above (if needed)

Textbox

Item 17 - Rate your ability to speak German accurately (i.e., without too many grammatical errors).

1. Poor
2. Somewhat poor
3. Good
4. Excellent

Item 18 - Rate your ability to write German accurately (i.e., without too many grammatical errors)

1. Poor
2. Somewhat poor
3. Good
4. Excellent

Item 19 - How much do you think your students enjoy studying grammar in your language class (understanding rules, finding explanations, doing grammar exercises orally or in writing)?

1. They don't enjoy it at all
2. They don't enjoy it much
3. They enjoy it
4. They enjoy it a lot

Item 20 - Which goal is more important to you as a teacher for your learners?

1. Being able to use a foreign language with the highest degree of accuracy without too many grammatical mistakes.
2. Being able to communicate on a wide range of topics despite grammatical mistakes.

Item 21 - How important is grammatical knowledge for improving speaking/writing/listening/reading the German language?

- 5- Not important at all
- 6- Not very important
- 7- Important
- 8- Very important

Item 22 - Elaborate on your answers above (if needed)

Textbox

Item 23 - How important are grammar exercises for your students' learning?

- 1. Not important at all
- 2. Not very important
- 3. Important
- 4. Very important

Item 24 - How important is it for your students to learn grammar rules in the German language classroom?

- 1. Not important at all
- 2. Not very important
- 3. Important
- 4. Very important

Item 25 - How difficult do you think is it for your students to understand grammar rules taught in your language classroom?

- 1. Not difficult at all
- 2. Not very difficult
- 3. Difficult
- 4. Very difficult

Item 26 - Elaborate on your answers above (if needed)

Textbox

Q27 - Have you ever asked students to discover a grammar rule on their own?

1. Yes
2. No

Item 28 - How difficult was discovering a grammar rule for your students?

1. Not difficult at all
2. Not very difficult
3. Difficult
4. Very difficult

Item 29 - How useful was discovering a grammar rule for your students' learning?

1. Not useful at all
2. Not very useful
3. Useful
4. Very useful

Item 30 - How interesting do you find discovery-based exercises?

1. Not interesting at all
2. Not very interesting
3. Interesting
4. Very interesting

Item 31 - Briefly describe one or two discovery-based activities that you use in your language learning classroom.

Textbox

Item 32 - How much do you enjoy discovery-based grammar teaching?

1. I don't enjoy it at all
2. I don't enjoy it
3. I enjoy it
4. I enjoy it a great deal

Item 33 - What do you like or dislike about discovery-based grammar exercises?

Textbox

Item 34 - Elaborate on your answers above (if needed)

Textbox

Item 35 - How useful, in general, do you find mechanical-type exercises for grammar instruction? (mechanical-type exercises are usually repetitive in nature)

1. Not useful at all
2. Not very useful
3. Useful
4. Very useful

Item 36 - How difficult do you think are these types of exercises for your students?

1. Not difficult at all
2. Not very difficult
3. Difficult
4. Very difficult

Item 37 - How interesting do you find these mechanical-type exercises?

1. Not interesting at all
2. Not very interesting
3. Interesting
4. Very interesting

Item 38 - Briefly describe mechanical-type activities that you use in your language learning classroom.

Textbox

Item 39 - Why do you use mechanical-type exercises?

Textbox

Item 40 - How much do you enjoy teaching with mechanical-type activities?

1. I don't enjoy it at all
2. I don't enjoy it
3. I enjoy it
4. I enjoy it a great deal

Item 41 - Why do you like or dislike that teaching experience?

Textbox

Item 42 - Elaborate on your answers above (if needed)

Textbox

Item 43 - When do you feel you should correct the grammar errors that your students make while speaking?

1. Never
2. When the grammar point is the focus of the lesson
3. Only when the error is on something they should know
4. Only when they cannot make themselves understood
5. All the time

Item 44 - Which grammatical errors do you feel you should correct in your students written work (compositions, tests, etc.)?

1. Grammatical errors should not be corrected
2. Only the errors that are related to a grammar point we currently cover
3. Only the errors that have been focus of previous lessons
4. Only the errors that make understanding difficult
5. All errors

Item 45 - Do you share your philosophy on teaching with your students?

1. Yes
2. No

Item 46 - How do you think sharing your views on language learning affects your students' views on language learning?

Textbox

Item 47 - Why do you choose not to share your views on language learning with your students?

Textbox

Item 48 - Do you feel that your views on grammar instruction are reflected in the teaching materials of your current program?

1. Definitely not
2. Probably not
3. Probably yes
4. Definitely yes

Item 49 - Do you have training in Second Language Acquisition, Foreign Language Pedagogy or similar? Please specify.

1. Yes (with textbox)
2. No (with textbox)

Item 50 - Do you believe that this training in SLA/FLA helps you to teach grammar?

1. Yes (with textbox)
2. No (with textbox)

Item 51 - Do you prefer teaching German grammar in the English language, in the German language, or both? Why?

1. English (with textbox)
2. German (with textbox)
3. Both (with textbox)

Item 52 - Is there anything else you would like to tell me about teaching grammar in your language classroom?

Textbox

Appendix 3: One-way ANOVA

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Spanish	76	130	.710	0.208
Russian	67	98	.462	0.252
German	94	143	.521	0.252

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	2.490	2	1.245	5.227	0.006	3.034
Within Groups	55.745	234	0.238			
Total	58.236	236				

Table 26: One-way analysis of variance (ANOVA) for item 26 for beginning-level L2 learner groups

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Spanish	78	202	1.589	0.478
Russian	67	192	1.865	0.451
German	94	278	1.957	0.643

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	6.034	2	3.017	5.629	0.004	3.034
Within Groups	126.492	236	0.535			
Total	132.527	238				

Table 29: One-way analysis of variance (ANOVA) for item 25 for beginning-level L2 learners

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Spanish	78	275	3.525	0.278
Russian	67	253	3.776	0.176
German	94	339	3.606	0.241

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	2.331	2	1.165	4.953	0.007	3.034
Within Groups	55.526	236	0.235			
Total	57.857	238				

Table 30: One-way analysis of variance (ANOVA) for item 30 for beginning-level L2 learner groups

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Spanish	78	203	1.602	0.450
Russian	67	195	1.910	0.325
German	94	243	1.585	0.352

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4.871	2	2.435	6.461	0.001	3.034
Within Groups	88.961	236	0.376			
Total	93.832	238				

Table 31: One-way analysis of variance (ANOVA) for item 31 for beginning-level L2 learner groups

References

- Anton, C., Barske, T., & McKinstry, M. (2017). *Sag mal: An introduction to German language and culture* (2nd. Ed.) Boston, Massachusetts: Vista Higher Learning.
- Arnett, K., & Turnbull, M. (2008). Teacher beliefs in second and foreign language teaching: A state of the art review. In H. Sisken (Ed.), *From thought to action: Exploring beliefs and outcomes in the foreign language program* (pp. 9–29). Boston, MA: Thomson Heinle.
- Bacon, S. M., & Finnemann, M. D. (1990). A study of the attitudes, motives, and strategies of university foreign language students and their disposition to authentic oral and written input. *The Modern Language Journal*, 74(4), 459–473.
- Barnard, R., & Scampton, D. (2008). Teaching grammar: A survey of EAP teachers in New Zealand. *New Zealand Studies in Applied Linguistics*, 14(2), 59–82.
- Basturkmen, H. (2012). A review of research into the correspondence between language teachers' stated beliefs and practices. *System*, 40, 282–295.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25, 243–272.
- Berlitz, M. (1887). *Méthode berlitz*. New York, NY: Berlitz and Company.
- Bernat, E., & Lloyd, R. (2007). Exploring the gender effect on EFL learners' beliefs about language learning. *Australian Journal of Educational & Developmental Psychology*, 7, 79–91.
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55, 186–188.
- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London, England: Continuum.
- Borg, S. (2011). The impact of in-service education on language teachers' beliefs. *System*, 39, 370–380.
- Borg, S., & Burns, A. (2008). Integrating grammar in adult TESOL classrooms. *Applied Linguistics*, 29, 456–482.
- Breen, M. (1987). Learner contributions to task design. In C. Candlin & D. Murphy (Eds.), *Language learning tasks*. Englewood Cliffs, NJ: Prentice Hall.

- Breen, M. P., & Candlin, C., N. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics*, 1(2), 89-112.
- Broccias, C. (2008). Cognitive linguistic theories of grammar and grammar teaching. In S. De Knop & T. De Rycker (Eds.), *Cognitive Approaches to Pedagogical Grammar. A Volume in Honour of René Dirven*. Berlin: Mouton de Gruyter, 67–90.
- Brown, A. V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *The Modern Language Journal*, 93, 46–60.
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge, UK: Cambridge University Press.
- Bryman, A. (2008). *Social research methods* (3rd ed.). Oxford: Oxford University Press.
- Bygate, M., Skehan, P., & Swain, M. (2001). *Researching pedagogic tasks: Second language learning, teaching and testing*. Harlow, England: Longman.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Candlin, C. (1987). Towards task-based learning. *Lancaster Practical Papers in English Language Education*, 7, 5-22.
- Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25 (3), 459–480.
- Chavez, M. (2017). Hard rules and bad memories: College learners' accounts of what makes learning German grammar difficult. *Die Unterrichtspraxis/Teaching German*, 50(1), 1-21.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge: M.I.T. Press.
- Cook, V. (1989). The relevance of grammar in the applied linguistics of language teaching. *Trinity College Dublin Occasional Papers* 22.
- Coppen, P. A. J. M., & Graus, J. H. G. (2015). Student teacher beliefs on grammar instruction. *Language Teaching Research*, 10, 1-29.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.) *Handbook of mixed methods in social and behavioral research* (pp. 209-240). Thousand

Oaks, CA: Sage.

Decoo, W. (1996). The induction-deduction opposition: Ambiguities and complexities of the didactic reality. *IRAL*, 34, 95-118.

DeGarcia, R., Reynolds, S., & Savignon, S. J. (1976). Foreign-language attitude survey. *Canadian Modern Language Review*, 32(3), 302-304.

DeKeyser, R. (1995). Learning second language grammar rules: An experiment with a miniature linguistic system. *Studies in Second Language Acquisition*, 17, 379–410.

DeKeyser, R. (2007). Skill acquisition theory. In B. VanPatten, & J. Williams (Eds.), *Theories in second language acquisition* (pp. 97–113). New York, NY: Routledge.

Dirven, R. (1990). Pedagogical grammar. *Language Teaching*, 23, 1-18.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum.

Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, administration and processing*. 2nd edition. Mahwah, NJ: Lawrence Erlbaum.

Dotson, E. (2010). The effects of deductive and guided inductive approaches on the learning of grammar in an advanced college French course. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 4374.

Doughty, C. (1991). Second language instruction does make a difference: Evidence from an empirical study on SL relativization. *Studies in Second Language Acquisition*, 13, 431-69.

Doughty, C., & Varela, E. (1998). Communicative focus on form. In Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp.114-138). New York: Cambridge University Press.

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.

Ellis, R. (2001). Introduction: Investigating form-focused instruction. *Language Learning*, 51, 1–46.

- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford, England: Oxford University Press.
- Ellis, R. (2004). *Task-based language learning and teaching*. England: Oxford University Press.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40, 83–107.
- Ellis, R. (2008). *The study of second language acquisition*. 2nd edition. Oxford: Oxford University Press.
- Ellis, R., Basturkmen, H., & Loewen, S. (2002). Doing focus-on-form. *System*, 30, 419–432.
- Erlam, R. (2003). The effects of deductive and inductive instruction on the acquisition of direct object pronouns in French as a second language. *The Modern Language Journal*, 87(2), 242–260.
- Finocchiaro, M. B., 1913, & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*. New York: Oxford University Press.
- Fortune, T., & Menke, R. (2010). *Struggling learners & language immersion education: Research-based, practitioner-informed responses to educators' top questions*. Minneapolis: University of Minnesota, The Center for Advanced Research on Language Acquisition.
- Fotos, S. (1994). Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly*, 28(2), 323–351.
- Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach. *TESOL Quarterly*, 25(4), 605–628.
- Freeman, D. (1991). Mistaken constructs: Re-examining the nature and assumptions of language teacher education. In J.E. Alatis (Ed.), *Georgetown University round table on languages and linguistics 1991* (pp. 25–39). Washington, DC: Georgetown University Press.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. *American Psychologist*, 34(10), 906–911.
- Fowler, F. J. (2002). *Survey research methods* (3rd ed.). Thousand Oaks, CA: Sage.

- Freeman, D. (1991). Mistaken constructs: Re-examining the nature and assumptions of language teacher education. In J.E. Alatis (Ed.), *Georgetown University round table on languages and linguistics 1991* (pp. 25-39). Washington, DC: Georgetown University Press.
- Garret, N. (1986). The problem with grammar: What kind can the language learner use? *Modern Language Journal*, 70, 13-48.
- Gebhard, J. G., & Oprandy, R. (1999). *Language teaching awareness: A guide to exploring beliefs and practices*. MA: Cambridge University Press.
- Genesee, F. (2004). What do we know about bilingual education for majority language students? *The Handbook of Bilingualism and Multiculturalism* (pp. 547-576). Malden, MA: Blackwell.
- Gillham, B. (2008). *Developing a questionnaire* (2nd ed.). London: Continuum.
- Haight, C. E., Herron, C. and Cole, S. P. (2007). The effects of deductive and guided inductive instructional approaches on the learning of grammar in the elementary foreign language college classroom. *Foreign Language Annals*, 40, 288–310.
- Halliday, M. A. K. (1978). *Language as a social semiotic: the social interpretation of language and meaning*. Maryland: University Park Press.
- Herron, C. & Tomasello, M. (1992). Acquiring grammatical structures by guided induction. *The French Review*, 65, 708-718.
- Hopkins, K. D., Stanley, J. C., & Hopkins, B. R. (1990). *Educational and psychological measurement and evaluation*. (7th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Horwitz, E. (1985). Using student beliefs about language learning and teaching in the foreign language methods course. *Foreign Language Annals*, 18, 333–340
- Horwitz, E. (1988). The beliefs about language learning of beginning university foreign language students. *Modern Language Journal*, 72, 283–294.
- Horwitz, E. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: A review of BALLI studies. *System*, 27(4), 557-576.
- Horwitz, E. K., Horwitz, M.B., & Cope, J.A. (1986). Foreign language classroom

- anxiety. *The Modern Language Journal*, 70(2), 125-132.
- Housen, A., & Pierrard, M. (2005). Investigating instructed second language acquisition. In A. Housen, & M. Pierrard (Eds.), *Investigations in instructed second language acquisition* (pp. 1–30). Berlin: Mouton de Gruyter.
- Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
- Hinkel, E. (Ed.). (2011). *Handbook of research in second language teaching and learning: Volume II*. New York: Routledge.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth: Penguin Books.
- Jean, G., & Simard, D. (2011). Grammar teaching and learning in L2: Necessary, but boring? *Foreign Language Annals*, 44(3), 467-494.
- Isikoglu, N., Basturk, R., & Karaca, F. (2009). Assessing in-service teachers' instructional beliefs about student-centred education: A Turkish perspective. *Teaching and Teacher Education*, 25, 350–356.
- Kagan, D. (1990). Ways of evaluating teacher cognition: Interferences concerning the Goldilocks principle. *Review of Educational Research*, 60, 419-469.
- Kalaja, P., & Barcelos, A. M. F (Eds.). (2003). *Beliefs about SLA: New Research approaches*. Amsterdam: Kluwer Academic.
- Kalaja, P., & Barcelos, A. M. F. (2013). Beliefs in second language acquisition: Learner. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Malden, MA: Wiley Blackwell.
- Kachru, Y. (2010). Pedagogical grammars for second language learning. In M. Berns (Ed.), *Concise Encyclopedia of Applied Linguistics*. Amsterdam: Elsevier, 172–178.
- Katz, S., & Blyth, C. (2007). *Teaching French grammar in context: Theory and practice*. New Haven: Yale University Press.
- Kelly, L. G. (1969). *25 centuries of language teaching*. Rowley: Newbury House Publishers.

- Kern, R. G. (1995). Students' and teachers' beliefs about language learning. *Foreign Language Annals*, 28(1), 71-92.
- Kern, R. (2000). *Literacy and language teaching*. Oxford, England: Oxford University Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon.
- Kucer, S. (2009). *Dimensions of literacy. A conceptual base for teaching reading and writing in school settings*. New York, NY: Routledge.
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New Haven: Yale University Press.
- Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching*, 48, 263–280.
- Larsen-Freeman, D. & Anderson M. (2011). *Techniques & principles in language teaching*. Oxford, England: Oxford University Press.
- Leech, G. (1994). Students' grammar – teachers' grammar – learners' grammar. In M. Bygate et al. (eds.), *Grammar and the Language Teacher*. New York: Prentice Hall, 17–30.
- Lekić, M., Davidson, D., & Gor K. (2008) *Russian stage one: Live from Russia* (Vol. 1). Dubuque, IA: Kendall Hunt Publishing.
- Liao, Q., & Wang, S. (2009). A cognitive approach and English grammar teaching in colleges. *Journal of Hubei Normal University* 7(1), 65-70.
- Lightbown, P., & Spada, N. (1990). Focus-on-form and corrective feedback in communicative language teaching: Effect on second language learning. *Studies in Second Language Acquisition*, 12, 429-448.
- Lindholm-Leary, K., & Howard, E. (2008). Language development and academic achievement in two-way immersion programs. In T.W. Fortune & D. J. Tedick (Eds.), *Pathways to multilingualism: Evolving perspectives on immersion education* (pp. 177-200). Clevedon, England: Multilingual Matters, Ltd.
- Loewen, S. (2011). Focus on form. In: E. Hinkel (Ed.), *Handbook of research in second language teaching and learning: Volume II* (pp. 576–592). New York: Routledge.

- Loewen, S., Li, S., Fei, F., Thompson, A., Nakatsukasa, K., Ahn, S., & Chen, X. (2009). Second language learners' beliefs about grammar instruction and error correction. *The Modern Language Journal*, 93(1), 91-104.
- Long, M. (1983). Does sound instruction make a difference? A review of research. *TESOL Quarterly*, 17, 359-382.
- Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of research on second language acquisition* (Vol. 2, pp. 413-468). New York, NY: Academy Press.
- Long, M. (2006). *Problems in SLA*. Mahwah, N.J.: Lawrence Erlbaum.
- Long, M., & Robinson, P. (1998). Focus on form: Theory, research and practice. In C. Doughty, & J. Williams (Eds.), *Focus on form in classroom language acquisition* (pp.15-41). Cambridge: Cambridge University Press.
- Mantle-Bromley, C. (1995). Positive attitudes and realistic beliefs: Links to proficiency. *The Modern Language Journal*, 79(3), 372-386.
- Mougeon, R., Nadaski, T., & Rehner, K. (2010). *The sociolinguistic competence of immersion students*. Clevedon, England: Multilingual Matters, Ltd.
- Mori, Y. (1999). Epistemological beliefs and language learning beliefs: What do language learners believe about their learning? *Language Learning*, 49(3), 377-415.
- Norris, J. & Ortega, L. (2000). Effectiveness of L2 instruction. A research synthesis and quantitative meta-analysis. *Language Learning*, 50 (3), 417-528.
- Nunan, D. (2003). *Practical English language teaching* (International ed.). New York, NY: McGraw Hill.
- Oppenheim, A.N. (1992). *Questionnaire design, interviewing and attitude measurement*. London: Continuum.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29, 177-195.

- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. MA: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. New York, NY: Cambridge University Press.
- Richardson, V. (1996). The role of attitudes and beliefs in learning to teach. In J. Sikula, T. Buttery, & E. Guyton (Eds.), *Handbook of research on teacher education* (pp. 102–119). 2nd edition. New York: Macmillan.
- Robinson, P. (1996). Learning simple and complex second language rules under implicit, incidental, rule-search, and instructed conditions. *Studies in Second Language Acquisition*, 18, 27-67.
- Saaristo, P. (2015). Grammar is the heart of language: grammar and its role in language learning among Finnish university students. In J. Jalkanen, E. Jokinen, & P. Taalas (Eds.), *Voices of pedagogical development - Expanding, enhancing and exploring higher education language learning* (pp. 279-318).
- Salaberry, M., Barette, C., Fernández-García, M., & Nevárez, I. (2013). *Conectándonos* (2nd. Ed). Dubuque, IA: Kendall Hunt Publishing.
- Savignon, S. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261-77.
- Savignon, S. (1997). *Communicative language teaching*. Cambridge, England: Cambridge University Press.
- Schommer, M. (1990). Effects of beliefs about the nature of knowledge on comprehension. *Journal of Educational Psychology*, 82, 498-504.
- Schuhmann, F. (1980). Diary of a language learner: A further analysis. In R. Scarcella and S. Krashen (Eds.), *Research in Second Language Acquisition: Selected Papers of the Los Angeles Second Language Acquisition Research Forum*. Rowley, MA: Newbury House.
- Schulz, R. (1996). Focus on form in the foreign language classroom: Students' and teachers' view on error correction and the role of grammar. *Foreign Language Annals*, 29, 343–364.

- Schulz, R. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Colombia. *Modern Language Journal*, 85, 244–258.
- Sheen, R. (2002). Focus on form and focus on forms. *ELT Journal* 56(3), 301-5.
- Skehan, P. (1997). A rationale for task-based instruction. In *A cognitive approach to language learning* (pp. 93-120). Oxford: Oxford University Press.
- Spada, N. (2011). Beyond form-focused instruction: Reflections on past, present and future research. *Language Teaching*, 44 (2), 225–236.
- Spada, N. & Lightbown, P. (2008). Form-focused instruction: Isolated or integrated? *Tesol Quarterly*, 42 (2), 181–207.
- Swain, M. (2005). The output hypothesis: Theory and research. In E. Hinkel (Ed.), *Handbook on research in second language teaching and learning* (pp.471-484). Mahwah, NJ: Lawrence Erlbaum Associates.
- Taylor J. (2008). Some pedagogical implications of cognitive linguistics. In S. De Knop & T. De Rycker (Eds.), *Cognitive Approaches to Pedagogical Grammar. A Volume in Honour of René Dirven*. Berlin: Mouton de Gruyter, 38–65.
- Thornbury, S. (2000). *How to teach grammar*. London, England: Longman.
- Thorp, D. (2006). Confused encounters: Differing expectations in the EAP classroom. In P. Kalaja & A. M. F. Barvelos (Eds.), *Beliefs about SLA: New research approaches* (pp. 177-199). New York: Springer.
- Ur, P. (2011). Grammar teaching: Research, theory, and practice. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning: Volume II* (pp. 507–522). New York: Routledge.
- VanPatten, B. (1996). *Input processing and grammar instruction*. Norwood, NJ: Ablex Publishing.
- Vogel, S., Herron, C., Cole, S. P. & York, H. (2011). Effectiveness of a guided inductive versus a deductive approach on the learning of grammar in the intermediate-level college french classroom. *Foreign Language Annals*, 44, 353–380.
- Wenden, A. (1999). An introduction to metacognitive knowledge and beliefs in language learning: beyond the basics. *System*, 27, 435–441.

- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford: Oxford University Press.
- Widdowson, H. G. (1988). Grammar, and nonsense, and learning. In W. Rutherford & M. Sharwood Smith (Eds.), *Grammar and second language teaching. A book of readings*. New York: Newbury House Publishers, 146–155.
- Widdowson, H. G. (1990). Grammar, and nonsense, and learning. In *Aspects of language teaching* (pp. 79-98). Oxford: Oxford University Press.
- Wilkins, D. (1974). *Linguistics in language teaching*. London: Edward Arnold.
- Wilkins, D. (1976). *Notional syllabuses*. Oxford, England: Oxford University Press.
- Williams, J. (2005). Form-focused instruction. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 671–691). Mahwah, NJ: Lawrence Erlbaum.
- Williams, M., & Burden, L. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Williams, J., & Evans, J. (1998). What kind of focus and which forms? In C. Doughty & J. Williams (Eds.), *Focus-on-form in classroom second language acquisition*. Cambridge, England: Cambridge University Press.
- Willis, D. (1996). *A Framework for task-based learning*. London, England: Longman.
- Willis, D. and Willis, J. (2001). Task-based language learning. In R. Carter and D. Nunan (eds), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge, England: Cambridge University Press.
- Zimmermann, I. (1984). Die Rolle des Lexikons in der Grammatik: Überlegungen zu grammatiktheoretischen Entwicklungen anhand des Passivs und der Subjekthebung im Deutschen. *Deutsch Als Fremdsprache: Zeitschrift Zur Theorie Und Praxis des Deutschunterrichts für Ausländer*, 21(1), 8.

Vita

Alexander Lorenz was born in Tashkent, Uzbekistan (former Soviet Union). After completing his high school degree at Michelberg Gymnasium in Geislingen, Germany, in 2008, he entered Delta State University in Cleveland, Mississippi on a swimming scholarship. Here, he competed at national championships and was considered an NCAA All-American athlete. He received his Bachelor of Education from Delta State University in 2012 and Master of Arts from the University of Mississippi in 2014. In August 2014, he entered the Graduate School at the University of Texas at Austin.

Address: alexander2lorenz@gmail.com

This manuscript was typed by the author.